A BILL TO AMEND THE LAW RELATING TO INHERITANCE AND SUCCESSION AMONG MUSLIMS OF TRAVANCORE.

MR. P. S. MAHOMED (*Nominated*): മുസ്‌ലിംസമുദായത്തിന്റെ പിൻതുടർച്ചാവകാശത്തെപ്പറ്റി ഇവിടെ ഹാജരാക്കിട്ടുള്ള ബിൽ താഴെ പറയുന്ന അംഗങ്ങൾ അടങ്ങിയ ഒരു സിലക്ട് കമ്മറ്റിക്കു അയക്കണമെന്നു ഞാൻ അഭിപ്രായപ്പെടുന്നു.

മെസേർസ്, കെ എ. കൃഷ്ണയ്യങ്കാർ,
രാമവർമ്മരാജാ,
കെ സി. കരുണാകരൻ,
എ. എസ്. മാരിമാടരസ്വാമി,
എം. മഹമ്മദ് മുസ്തഫാ,
ആർ. എസ്. സുബ്രഹ്മണ്യപിള്ള,
കെ. പി. കൊച്ചുകോരതരകൻ,
കയ്യാലം പരമേശ്വരൻപിള്ള,
പി. എസ്. മഹമ്മദ്.

MR. M. MAHOMED MUSTAPHA (*Commerce and Industry, South*): I second the motion.

PRESIDENT: The question is that the Bill relating to the law of inheritance and succession among the Muslims of Travancore be referred to a Select Committee consisting of the gentlemen mentioned by Mr. P. S. Mahomed.

The motion was carried.

PRESIDENT: Mr. K. A. Krishna Aiyangar will be the President of the Committee and the Committee will submit its report in 4 months.

RESOLUTIONS ON MATTERS OF GENERAL PUBLIC INTEREST.

MR. A. S. DAMODARAN ASAN (*Mavelikara cum Kartikapalli*): Sir, I beg to move the following resolution:

"This Council recommends to the Government, that Hindi be made a compulsory subject in the schools of the State."

Sir, I consider this resolution to be of great national importance. I am only sorry that the rules of this Council do not permit me to make this motion in Malayalam, the national language of this country. Sir, if this resolution were introduced some 15 years back, probably nobody would have taken it seriously because it says that Hindi, a language which although used by about 50 per cent. of the people of India, which

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is not prevalent in Southern India, should be adopted in the schools of Travancore, the southernmost State in India. It will be a proposition I concede, in the carrying into effect of which the Government have to overcome certain difficulties. But, Sir, this is a period of great political changes. We know that in the near future Travancore is likely to become a unit in the federal constitution that is to be formed for the whole of India and therefore the insistence upon the adoption of a common language for the whole of India is considered absolutely essential for the development of our national ideals. After great deliberation the British Indian leaders have come to the conclusion that Hindi, being prevalent among the largest section in India and being the language which is most commonly used by the people of India, is the only language which can be adopted as a national language.

Sir, the question of making Hindi a subject of study in the schools was raised in the Cochin Legislative Council. A resolution was passed there to that effect and as a result Hindi is taught in most of the schools in Cochin.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Is the study of Hindi compulsory or optional in Cochin?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): I do not think that it is a compulsory subject. Anyhow, it is now taught in most of the schools in Cochin. The learned Law Member may say that here also Hindi is included in the curricula as an optional subject; but I do not know whether any arrangement is made in any school for the teaching of Hindi and whether any earnest effort has been made by the Government for making this a subject of study. Of course along with Latin and other subjects, Hindi also appears in the list of optional subjects in the syllabus of the Education Department. In view of the fact that unless we adopt Hindi as our national language we would not get a satisfactory and workable medium for communicating our thoughts to the other peoples of India with whom we are bound to come into contact in the near future, it is absolutely necessary that Hindi should be made a subject of study in our schools.

MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*) Can the member give an approximate idea of the additional expenditure that may be incurred?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): I could not definitely say. It may come to about Rs. 30,000 or Rs. 40,000 not more than that, if we adopt Hindi as a subject of study in all our schools.

Anyhow, the Financial Secretary as usual is ready with the question as to the amount of additional expenditure that will be incurred. Sir, I would say we should not grudge expenditure in such matters.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Will the member advocate special taxation for this purpose?

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MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): We are already over-taxed and there is enough money with the Government. Why should we be taxed more?

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): As it is stated to be a very important subject, will the member agree to a special tax?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): If after effecting sufficient retrenchment in our expenditure we find that we are not able to carry on the administration with the present taxation, the question of levying fresh taxes may be considered. Why should it be asked whenever we, the non-official members, come forward with any particular proposal whether we are ready to agree to further taxation?

MR RAMA VARMA RAJA (*Edavagai*): ഇപ്പോൾ പഠിപ്പിച്ചുവരുന്ന സബ്ജക്ഠ്സ് തന്നെ കുറേ കൂട്ടമായി പോയി എന്നു തോന്നുന്നില്ലേ?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): I am coming to that. I wanted to refer to that subject and I thank the member for drawing my attention to it. Sir, I know in the English schools, the students have to study English and Malayalam. It may legitimately be asked whether it will not be an additional botheration for the students to have a third subject also. My opinion is that too many subjects are taught in our schools and that we are having too many books, which is causing very great difficulty to the students and parents. The third resolution on the agenda is about educational reforms. If a committee is appointed to enquire into the condition of education in the State we will have a report which will enable us to effect an alteration in the syllabus of the courses of studies so as to include Hindi also among the subjects. It is my firm conviction that many non-essential subjects are now taught in the schools and there is no reason why we should not adopt essential subjects in preference to these. I consider Hindi to be an essential subject; I also consider that even Malayalam should receive greater importance in our educational system.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): May I know from the member what are the non-essential subjects that are now taught as compulsory subjects?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): It is a matter which ought to be gone into by a committee on educational reforms. It will not be proper for me to hazard an opinion as to the subjects which should be discontinued.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Can the member cite one or two non-essential subjects at least which are now taught in schools?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): I cannot mention any subject now because it is not proper for one person without consulting the others to give an opinion as to whether a

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particular subject is essential or not. When I say one subject is non-essential another member will immediately get up and say 'Why, it is essential' and that may lead to controversy.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): The member said, Sir, that too many non-essential subjects are at present taught in schools.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): I have stated that and I mean to stand by the statement.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): When he made that statement has not the House a right to ask him to cite at least one subject from which he arrived at this conclusion, so that the House may follow the discussion intelligently?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Karthikapalli*): I do not want, as I said just now, to venture an opinion especially when the whole question is to be considered by the committee which might be appointed shortly. The House should not be led away by the opinion of one member.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): May I assure the member that his opinion, by itself, whatever it may be, will not lead us away to him?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): On the other hand I think my information will carry much weight even if my friend thinks otherwise?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*) That is a delusion.

MR. RAMA VARMA RAJA (*Edavagai*): നേച്ചർസ്റ്റഡി വളരെ ഉപയോഗമുള്ള ഒന്നാണോ?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): Nature study as at present taught is not of much use to the students.

MR. K. GEORGE (*Chief Secretary to Government*): May I know from my friend whether he proposes to introduce Hindi from the Preparatory class upwards?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): To study Hindi, we must know Malayalam. I would rather have it in the higher classes and the V, VI and VII classes in the Vernacular schools.

RAO SAHIB DR. N. KUNJAN PILLAI (*Census Commissioner*): Has not the member stated before that agricultural education also should be imparted to the boys of these classes?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): I have advocated that agriculture must be properly taught in schools. I have stated that, and any one who knows what has taken place in the Council during the last one or two years, should remember that.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): May I know from the member whether the teachers who are to be appointed to teach Hindi should be paid the same pay as Sanskrit Munshies or Arabic teachers?

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MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): I cannot say that now because it depends on the willingness of persons to offer themselves as candidates.

MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*): Anyhow there must be a fixed pay?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): They must be given a fixed pay acceptable to them.

MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*): Could they not be treated on a par with Sanskrit Munshies?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): I cannot say, because we have not yet ascertained what pay the Hindi teachers would accept. If my information is correct, I think they will be willing to offer themselves for a pay of Rs. 25 per mensem. At the same time I cannot say you need not appoint any Hindi teachers unless we get them at Rs. 20, 25 or 15.

MR. A. THANU PILLAI (*Trivandrum*): May I know from the member how many years' course will be necessary for a fair knowledge of Hindi?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): I think just for reading Hindi about 6 or 7 months' close study would suffice. But when we are teaching it along with other subjects in schools and when it is made a subject of study, the students must have a much better knowledge of the language and it is better to educate them for two or three years in Hindi.

MR. A. THANU PILLAI (*Trivandrum*): I wish to know whether it is the proposal of the member that Hindi should be taught, say, in the case of a boy joining an English School from the Preparatory class up to the VI Form or it is enough if he be taught Hindi for a smaller number of years?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): My answer to the Chief Secretary was that in the case of students who study in the Vernacular Schools Hindi could be taught in the V, VI and VII Classes and in the English Schools in the higher forms. I do not say that they should be taught Hindi in the Preparatory Class.

MR. A. THANU PILLAI (*Trivandrum*): May I know from the member how many years' course will be necessary?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapallai*): As for that matter nobody can say that so many years' of study in English and Malayalam will be sufficient to make a man proficient in that language. That is not possible. My information is that it would be enough if one undergoes seven months' study just to read and write the language.

MR. A. THANU PILLAI (*Trivandrum*): May I know from the member definitely what his proposal is?

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MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): My proposal is that Hindi should be taught in the higher forms, that is, in the IV, V and VI Forms in English Schools and in the V, VI and VII Classes in the Vernacular Schools.

MR. K. GEORGE (*Chief Secretary to Government*): And not in the Preparatory Class, I Form and II Form?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): No. The question of eliminating nonessential subjects and introducing others could be considered by the Government or the agency that is to be appointed for considering the question of the reform of the educational system in the State.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): May I know from the member whether he has made any attempt to study Hindi?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): I admit that I have not made any attempt to study Hindi. But it is not, believe me, on account of any unwillingness to study the language. I do not find time; and that is the very reason why I say that students in schools should be taught the language. If the students of all the classes are to be taught Hindi, I will try to pick up the language and thus keep abreast of the times. I admit that I am now lagging behind.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): May I ask the member whether he is aware that Hindi is taught freely by the Hindi Pracharak in Trivandrum?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): It might be free but as I said in my case it is not a question of cost. Members may know that I do not grudge this expenditure. The difficulty is that, I do not find sufficient time.

Since so many members take an interest in the matter I shall finish my speech now and would address the House on other points in the course of my reply.

PRESIDENT: But you must put the House in possession of all your arguments and not reserve some of them to the end.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): I think I have made a general case for the teaching of Hindi in schools.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): May I request the member to make the resolution and the implications of the resolution very clear so that we can discuss the whole matter and thresh out the question?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): What is it that is not clear in my speech?

MR. A. THANU PILLAI (*Trivandrum*): Is it the member's suggestion that Hindi should be taught in College classes also?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): If it is made a subject in High School classes, after a course of three years, it will not be necessary for College classes.

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MR. A. THANU PILLAI (*Trivandrum*) : Is it the member's proposal that some knowledge of Hindi should be given to every Travancorean ?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : To the educated Travancorean. I do not say that every Travancorean should be taught.

MR. A. THANU PILLAI (*Trivandrum*) : What is it that the member wants ? I do not understand it.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : We must afford sufficient facilities for all those who are undergoing training in the schools of the State to study Hindi.

MR. A. THANU PILLAI (*Trivandrum*) : Is it just to give a working knowledge of the language ?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): My main object is that.

MR. A. THANU PILLAI (*Trivandrum*) : Is it a language that affords scope for being taught as a subject in College classes also ?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : Yes. That is my information. I am not myself proficient in that language.

MR. A. THANU PILLAI (*Trivandrum*) : I wish to know from the member the main ground on which the resolution is based ?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapulli*): Hindi is now considered to be the national language of India and is being spoken by 50 per cent. of the population. It is a language which could be adopted without much difficulty. Travancore is bound to form a unit of the Federal Constitution that is to come into existence in the near future. We should not be behind times and behind other countries in giving sufficient equipment to the people and students of Travancore in the matter of a language which is to be used throughout India.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*) : Is not English used throughout India now ?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : Yes, but persons who know English are very limited in number. The attempt of all nationalists is to see that Hindi is made the national language of India when it gets the Federal constitution, that is going to be constituted.

MR. A. THANU PILLAI (*Trivandrum*) : So, does the member suggest that Hindi will take the place that English now occupies ?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : No, I do not say that. Hindi will only be prevalent throughout India and it will not receive recognition outside India.

MR. A. THANU PILLAI (*Trivandrum*) : My question is whether in India it will occupy that place which is occupied by English.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : Yes, that is my view.

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MR. A. THANU PILLAI (*Trivandrum*) : In that case why not Englisl be made a compulsory subject in all schools of the State?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : Instea of that I am suggesting Hindi.

MR. A. THANU PILLAI (*Trivandrum*) : For the time being why not th member suggest that English be made a compulsory subject till Hind comes into prominence and takes the place of English?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : would not suggest that because English is a foreign language. Student find great difficulty to master that language. As far as Hindi is con cerned I think there is much that is common between Malayalam an Hindi. There is the Sanskrit element both in Hindi and Malayalam and so it could be picked up with greater ease than English.

MR. K. KUJUKRISHNA PILLAI (*Quilon*) : Does the member sugges that, in future, Indian commercial transactions could be managed i Hindi and without the aid of English?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : I d not propose complete elimination of English. I have not suggested that. All that I say is that Hindi will be the language which will b adopted throughout India as the language of the national Government

MR. A. THANU PILLAI (*Trivandrum*) : Will the member suggest substitution of the English Language by Hindi?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : No You could not eliminate English language altogether. In dealing with commercial business and in dealing with other States, English has to be necessarily used. I do not say that English should not find a place i India.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirka Vakil*): What is it that leads him to say that Hindi will be the language used by the country when Travancore becomes a part of the Federal Constitution?

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : Almost all the nationalist leaders in India have suggested that Hindi should be the national language and if the member refers to the resolution adopted by the Congress and even in the Nehru Committee Report it will be found that Hindi would become the national language.

With these words I move the resolution for the acceptance of the House.

MR. P. S. MAHOMED (*Nominated*) : സർ, ഞാൻ മിസ്റ്റർ ആശാ ന്റെ ഉപക്ഷേപത്തെ അനുകൂലിക്കുന്നു. ഹിന്ദി ഇൻഡ്യയിലെ ഭൂരി പക്ഷം ജനങ്ങളും സംസാരിക്കുന്ന ഒരു ഭാഷയായിട്ടാണിരിക്കുന്നത്. അതിനാൽ ഹിന്ദിയോ അല്ലെങ്കിൽ അതിനോടു ബന്ധമുള്ള മറേതെ ങ്കിലും ഒരു ഭാഷയോ ഇവിടെ പഠിപ്പിക്കേണ്ടതാണു്.

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MR. A. THANU PILLAI (*Trivandrum*): അങ്ങിനെ ബന്ധമുള്ള ഒരു ഭാഷ ഏതാണ്?

MR. P. S. MAHOMED (*Nominated*): ഉറുദു ഭാഷയുണ്ട്. ഈ രണ്ടു ഭാഷകളിൽ ഏതെങ്കിലും ഒന്നു പഠിപ്പിച്ചാൽ ഇൻഡ്യയുടെ ഏതു ഭാഗത്തും സഞ്ചരിക്കുന്നതിനു പ്രയാസമില്ല.

MR. A. THANU PILLAI (*Trivandrum*): ഹിന്ദിക്കും ഉറുദുവിനും തമ്മിൽ മലയാളവും തമിഴും പോലെയുള്ള സംബന്ധമുണ്ടോ?

MR. P. S. MAHOMED (*Nominated*): അതിനെക്കാൾ അടുത്ത ബന്ധമാണ് ഇവയ്ക്കു രണ്ടിനും തമ്മിലുള്ളത്.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): വാചകരചനയിൽ വ്യത്യാസമില്ലേ?

MR. P. S. MAHOMED (*Nominated*): ആ വ്യത്യാസം വളരെ തുച്ഛമായിട്ടു മാത്രമേയൊള്ളൂ. ഇന്ന് ഇൻഡ്യയുടെ ഏതു ഭാഗത്തും ഹിന്ദി ഒരു പൊതുഭാഷയായിട്ടാണ് കാണുന്നത്.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): മെംബർക്ക് ഈ രണ്ടു ഭാഷകളിൽ ഏതെങ്കിലും ഒന്നോ അല്ലെങ്കിൽ രണ്ടു ഭാഷയും തന്നെയോ അറിയാമോ?

MR. P. S. MAHOMED (*Nominated*): എനിക്ക് ഈ രണ്ടു ഭാഷയും നല്ലവണ്ണം അറിഞ്ഞു കൂടെങ്കിലും ഈ രണ്ടു ഭാഷയോടും ധാരാളം സഹവാസമുള്ളവനാണ് ഞാൻ.

MR. A. THANU PILLAI (*Trivandrum*): അനുഭവത്തിൽ രണ്ടും അറിയാമോ?

MR. P. S. MAHOMED (*Nominated*): ചിലതെല്ലാം പറഞ്ഞാൽ മനസ്സിലാക്കാനും ചിലതെല്ലാം തിരിച്ചു പറയുവാനും എനിക്ക് ഏതാണ്ടറിയാം.

ഏതായാലും ഇന്ന ഇൻഡ്യയുടെ ശ്രദ്ധയെ ആകഷ്ടിച്ചു കൊണ്ടിരിക്കുന്ന ഒരു ഭാഷയാണ് ഹിന്ദി. ഹിന്ദി അറിഞ്ഞുകൂടാത്തവരെ വളരെ പുച്ഛമായിട്ടാണ് രാജ്യസ്നേഹികളായ ആളുകൾ വിചാരിക്കുന്നത്. പൊതുവെ രാജ്യത്തു ഏകോപിച്ചു പ്രവർത്തിക്കണമെന്നു വിചാരിക്കുന്നവർക്കും ഇൻഡ്യയിലുള്ള നാനാജാതി മതസ്ഥന്മാരെല്ലാം ഒന്നായി തീരണമെന്നു ആഗ്രഹിക്കുന്നവർക്കും പൊതുവായ ഒരു ഭാഷയില്ലാതെ കഴിച്ചുകൂട്ടാൻ സാധിക്കുന്നതല്ല. മതസംബന്ധമായി പലവിധത്തിലുള്ള വ്യത്യാസമുള്ളവരാണ് ഇൻഡ്യാക്കാർ. ഇൻഡ്യയിലുള്ള ഭാഷയും ഓരോ

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[Mr. P. S. Mahomed.]

സ്ഥലത്തും ഓരോന്നാണ്. അവരെയെല്ലാം യോജിപ്പിക്കുന്നതിന് ഒരു ഭാഷ ആവശ്യമാണ്. അതു ഇംഗ്ലീഷായിരിക്കണോ അതല്ല ഹിന്ദിയായിരിക്കണോ എന്നാണ് നോക്കേണ്ടതു്.

MR. S. KRISHNA PILLAI (*Karunagapalli*): മലയാളമായാൽ കൊള്ളുകയില്ലേ?

MR. P. S. MAHOMED (*Nominated*). മലയാളം വളരെ ചുരുങ്ങിയ സംഖ്യ ആളുകളെ സംസാരിക്കുന്നുള്ളു. എന്നു മാത്രമല്ല, ഹിന്ദിപോലെയുള്ള ഒരു വലിയ ഭാഷയോടു സാമ്യപ്പെടുത്തത്തക്കവണ്ണമുള്ള യോഗ്യതയൊന്നും മലയാളത്തിനില്ല.

MR. S. KRISHNA PILLAI (*Karunagapalli*): മെംബർ പറഞ്ഞ രണ്ടു ഭാഷയല്ലാതെ വേറെ ഒരു ഭാഷയും സജസ്റ്റ് ചെയ്യാനില്ലേ?

MR. P. S. MAHOMED (*Nominated*): ഇംഗ്ലീഷിനോടോ ഹിന്ദിയോടോ താരതമ്യപ്പെടുത്താൻ തക്കവണ്ണം ഇൻഡ്യയിൽ മറ്റു ഭാഷകളൊന്നുമില്ല. അതിനാൽ ഇംഗ്ലീഷ് ഇന്നിരിക്കുന്ന സ്ഥാനത്തു പൊതുവെ ഇൻഡ്യാക്കാക്ക് ഒരു ഭാഷയുണ്ടാകണമെങ്കിൽ അതു ഹിന്ദിയായിരിക്കണമെന്നാണ് എന്റെ അഭിപ്രായം. രാഷ്ട്രീയമായി പല പ്രക്ഷോഭണങ്ങളും നടന്നു കൊണ്ടിരിക്കുന്ന ഒരു സന്ദർഭമാണിതു്. ഈ പ്രക്ഷോഭണങ്ങളെ അനുകൂലിക്കുന്നവരും പ്രതികൂലിക്കുന്നവരും ഹിന്ദിഭാഷപ്രചരണത്തെ സംബന്ധിച്ചിടത്തോളം ഏകാഭിപ്രായക്കാരാണ്. ഈ സ്ഥിതിക്കു തിരുവിതാംകൂർകാരായ നാം ഇൻഡ്യാക്കാർ തന്നെയാണെന്ന് അഭിമാനിക്കുന്നകാലത്തോളം ഇൻഡ്യാക്കാരുടെ പൊതുഭാഷ നമുക്കും ഒഴിച്ചുകൂടാൻ പാടില്ലാത്ത ഒന്നാണ്. ഇന്ന് ഇൻഡ്യാ മുഴുവനും ഹിന്ദി പ്രചരിപ്പിക്കണമെന്ന് ഇൻഡ്യാക്കാർ വിചാരിക്കുന്ന സന്ദർഭത്തിൽ നാം അതിനെ തുടർന്നു പ്രവർത്തിച്ചില്ലെങ്കിൽ ഇന്നു മുസ്ലീംസമുദായം കാലോചിതമായ വ്യത്യാസം മുമ്പു ചെയ്യാതിരുന്നതിൽ അനുഭവിക്കുന്ന സങ്കടം തിരുവിതാംകൂർകാർ പൊതുവെ അനുഭവിക്കേണ്ടതായി വന്നുകൂടും. രാഷ്ട്രീയമായ വിഷയങ്ങളിൽ ഒടുവിൽ നാടു മറ്റു ഇൻഡ്യാക്കാരുടെ പിന്നണിയിൽ നിൽക്കേണ്ടതായിവരും. അങ്ങിനെ വരാതിരിക്കുന്നതിനു നാം ഒത്തൊരുമിച്ചു ഇപ്പോൾ തന്നെ പ്രവർത്തിക്കണം. ഇംഗ്ലീഷ്ഭാഷ വളരെ പ്രയാസമുള്ള ഒരു ഭാഷയാണ്. നേരെ മറിച്ചു ഹിന്ദി പള്ളിക്കൂടത്തിൽ പഠിപ്പിക്കുന്ന രീതിയനുസരിച്ചു അല്ലാതെ പഠിക്കുന്ന ഒരാളിനു ഒരു വർഷമോ രണ്ടു വർഷമോ കൊണ്ടു പഠിക്കാൻ സാധിക്കും.

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MR. A. THANU PILLAI (*Trivandrum*): എന്തു പ്രായമുള്ളവർക്കാണ് അങ്ങിനെ സാധിക്കുന്നതു്?

MR. P. S. MAHOMED (*Nominated*): നാലും അഞ്ചും വയസ്സുള്ള കുട്ടികളെക്കൂടി ഹിന്ദി പഠിക്കാൻ അയക്കുന്നുണ്ടു. അങ്ങിനെയുള്ള കുട്ടി കൾക്കു രണ്ടുവർഷം കൊണ്ടു സംസാരിക്കാൻ സാധിക്കും. പത്തോ പന്ത്ര ണ്ടോ വയസ്സായ കുട്ടികളാണെങ്കിൽ രണ്ടു കൊല്ലം മതിയാകും. ഇത്ര യും എളുപ്പത്തിൽ പഠിക്കാൻ കഴിയുന്ന മറെറാരു ഭാഷയുമില്ല. അ തിനാൽ ഹിന്ദിപള്ളിക്കൂടത്തിൽ ഒരു വിഷയമായി പഠിപ്പിക്കണമെ ന്നുള്ള മിസ്റ്റർ ആശാന്റെ പ്രമേയത്തെ ഞാൻ ആദരിച്ചു കൊണ്ടു വിരമിച്ചു കൊള്ളുന്നു.

MR. M. GOVINDAN (*Nominated*): I agree with Mr. Damodaran Asan in his view that Hindi is a very important language at this time. But I would not support the proposition that it must be made a compulsory subject in all the schools of the State.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Is the member proposing an amendment to the resolution?

MR. M. GOVINDAN (*Nominated*): Something like that. My own idea is that Hindi is considered to be a very important language.

MR. A. THANU PILLAI (*Trivandrum*): Is it an amendment, I want to know?

PRESIDENT: He is not moving an amendment.

MR. M. GOVINDAN (*Nominated*): I am not going to give an opinion which will be an alternative suggestion so far as this resolution of Mr. Asan is concerned I am not willing to accept the responsibility of moving an amendment. I would suggest that it would be adequate if the Government would encourage private enterprise in the matter of Hindi instruction in Travancore by giving liberal grants to branches of Hindi Sabhas that are working in the State. I believe that is not exactly what Mr. Asan has brought forward. But I agree with Mr. Asan in thinking that Hindi is becoming a very important language among North Indian people. They visit Travancore very often and I have very close contact with them. For myself I can say that I am able to enter into the feelings of a North Indian much better than my ordinary friends who do not know Hindi. I can talk well in Hindi and I am able to speak with them and enter into their feelings. I find a knowledge of English alone is not enough for one to enter into the feelings of a North Indian even if he knows English. Hindi is their mother tongue. When we are going to have a due share of participation in the Government of the country, in the whole of the Empire, it may be very important for us, people who go to North India on tour that we are well acquainted with that subject. So I would suggest that Government will be pleased to show more encouragement—I do not know whether there is encouragement now shown—in the matter of spreading knowledge of Hindi by giving liberal grants to private institutions,

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MR. A. THANU PILLAI (*Trivandrum*) : May I know from the member whether there are Hindi Schools in the State ?

MR. M. GOVINDAN (*Nominated*) : Recently there were some award of prizes to persons who were well versed in that language. So I think there is a school somewhere here. Now Mr. Asan tells me that there is a Hindi class in Trivandrum.

MR. A. THANU PILLAI (*Trivandrum*) : Does the member suggest that Hindi should be made an optional subject in the schools of the State?

MR. M. GOVINDAN (*Nominated*) : That may be the next step. First we will begin with one or two private schools and help them with liberal grants. Gradually we may show more encouragement by adopting it as an optional subject. That would involve some cost, a little out of proportion to the necessity at this time.

MR. A. THANU PILLAI (*Trivandrum*) : How did the member learn Hindi ? Was it in a school ?

MR. M. GOVINDAN (*Nominated*) : Since my friends are interested in knowing it I will say how. I caught hold of a wandering Sanyasin on the beach and had him in my house for two years. The only language which I could talk to him was Hindi.

MR. A. THANU PILLAI (*Trivandrum*) : Was it out of necessity the member studied it ?

MR. M. GOVINDAN (*Nominated*) : No, not that. It is a language with plenty of life and vigour. It is very good for addressing meetings for political purposes. I am sure if Mr. Thanu Pillai had known it he would have preferred that language for addressing political meetings to Malayalam. (*Laughter*).

MR. A. THANU PILLAI (*Trivandrum*) : How many years' course will be necessary for acquiring a knowledge of Hindi if it is adopted in schools ?

MR. M. GOVINDAN (*Nominated*) : An average boy will be able to study it in two years. He can get good working knowledge of it by that.

MR. A. THANU PILLAI (*Trivandrum*) : So two years' course in a High School is ordinarily enough for acquiring some knowledge of Hindi.

MR. M. GOVINDAN (*Nominated*) : Yes, quite ample. The whole time need not be spent. This may be adopted as an optional subject in the schools of the State.

MR. A. THANU PILLAI (*Trivandrum*) : Will one year's course do for acquiring some knowledge ?

MR. M. GOVINDAN (*Nominated*) : But that will not give good knowledge. It is enough for holding conversations with any man.

MR. K. PADMANABHA PANIKKAR (*Ambalapuzha*) : Sir, I have full sympathy with the resolution now before the House. I think our boys and girls should study as many Indian languages as possible. In these

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days of easy communication, of political and commercial developments, it is essential that we should study as many Indian languages as possible.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Will the member suggest the study of Bengali?

MR. K. PADMANABHA PANIKKAR (*Ambalapuzha*): I said as many Indian languages as possible.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Is it Bengali or Hindi?

MR. K. PADMANABHA PANIKKAR (*Ambalapuzha*): I would perfer Hindi because it is essential that we should have a common Indian language. It is spoken by a great majority of the Indian population and it is but proper that Hindi should be adopted as the common language of India. I hear also that Mysore and Cochin Governments have adopted Hindi as a compulsory subject in their schools.

MR. E. G. MCALPINE (*Director of Public Instruction*): May I correct the member, Sir? In Mysore, in Cochin and in Madras according to the information received from the Directors of Public Instruction within the last week what I find is that Hindi is adopted as nothing but an optional subject. I had communicated personally with the Director of Public Instruction in Madras and the information is that Hindi is an optional subject. In Mysore it is an optional subject and it is being tried in IV and V Forms in two Government High Schools. It is not an optional subject in all schools of the State. That is the present position according to the information I received.

MR. K. PADMANABHA PANIKKAR (*Ambalapuzha*): I think we should take a lead in that matter. The Travancoreans should adopt Hindi as a national language. (Mr. K. Narayana Perumal Nadar: *Hear, hear*).

To begin with, Hindi may be taught in schools of selected areas. When we get sufficient teachers we may extend it to the whole State.

MR. E. V. KRISHNA PILLAI (*Kottarakara* cum *Kunnattur*): I also wish to support the resolution. The mover of the resolution was subjected to very severe cross examination at the hands of many members of this House and from the trend of the examination one would conclude that the doubts that have arisen on this topic can be classified under 3 heads. In the first place it is doubted whether a study of Hindi is necessary. Secondly, whether it would encumber the already overcrowed curriculam of studies prescribed for our school-going children. In the third place, as to the ways and means of adopting this. Regarding the necessity of the study of Hindi, I think, Sir, it is too late in the day to doubt its utility. Politically, the trend of events in the wider India as well as the opinion of those who advocate the cause of the country is that, in the place of English, a foreign language, some common Indian language should be used. As for the advantages of English education, certainly nobody can deny the manifold ways in which English education has been able to benefit the people of India. But, there is a feeling that so long as it is a language alien to the country it may not be found useful for the inculcation of such essential qualities as self-reliance, self-help, patriotism and such virtues.

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[Mr. E. V. Krishna Pillai,]

It is suggested by Mr. Asan that in the constitution which is to be decided on and which will come into effect in the immediate future Hindi will have a far greater and more significant place than any other language in India. I would also like to visualise before me some Representative Assembly or some such institution that is going to be inaugurated very soon where representatives from the various parts of India will have to go. We may be meeting friends like Mr. Kunjitomman ignorant of the language generally adopted there and we may not be in a position to effect mutual exchange of ideas, if we are ignorant of the *lingua franca* that might be adopted by those who are responsible for such reforms. I have instances of some of my friends including Mr. Kottur Kunjukrishna Pillai who had the privilege of attending some congress meetings in North India where they were positively asked by the congress authorities and by other eminent personages not to attempt to attend the congress meetings in future if they were not able to pick up Hindi. English has absolutely very little scope there. Some of my friends who have had extensive travels in Upper India told us that there are even D. S. P's, and Railway Station Masters, many other employees of Government probably in the subordinate ranks, who are absolutely ignorant of English. Even in certain portions of the country touching the frontier of South India, a traveller would find it absolutely impossible for him to get anything he wants if he does not pick up either Hindi or as Mr. Mahomed suggested some dialectical variations of that language, such as Urudu or Hindustani.

Then as regards the commercial aspects of it some of our young men, who are now employed in Karachi and such other places that are daily growing in commercial importance, find it impossible to pull on there because they are not acquainted with Hindi and equipment in English only is not in any way useful there. As for the criticism that we shall be introducing a new language over and above the subjects that are now taught in schools I would agree with Mr. Asan against whose name another resolution appears in the agenda paper, in the proposal for a committee to revise the whole course of studies in schools. A question was asked by some friends here as to the list of non-essential subjects that are taught in schools at present. My submission is, we consider the present curriculam encumbered not because it contains various subjects some of which are non-essential and some essential but because the literary aspect of the whole thing is rather cumbrous. We are tempted to conclude that we are giving our school-going population more than what is necessary because of the fact that we see our children carrying headloads of books. I am sure this House is aware that many of these books come under one classification, namely, literature. There is Arithmetic, for which there is only one book. There is Geography, History and other subjects that have only one book each. But under this classification, *viz*, literature, there is a wider realm which can be occupied by any who would be allowed to go there, and in which these text-book writers are allowed to put in matters undigestable and undigested. In the first place, I say, we should chop off a portion of it and see if the whole

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thing can not be simplified. Sir, the cry of the day is for simpler and more useful instruction in schools. My submission is that the teaching of such essential subjects as Hindi would not add to the subjects that are considered necessary, but would only lend some greater degree of usefulness to our education. Then thirdly it is asked by the Financial Secretary, certainly legitimately and justly as to where we should go for funds. That concerns the working of the proposal when it crystalises into a recommendation to the Government. We would leave such plans for the time being, and examine whether Mr. Govindan's suggestion as to the desirability of maintaining private institutions for instruction of Hindi is useful. I would think, Sir, that it is a very useful proposal. By this I do not mean to go against the spirit of the resolution, that the subject of Hindi should be introduced in schools. I would have been happier regarding the prosepects of private instruction if Mr. Govindan in the course of his speech did not give out an appalling secret that such an intelligent gentleman like Mr. Govindan had to take two years just to acquire a smattering knowledge of the Hindi language. My experience is that our boys may not have to spend more than six months or so for the study of Hindi. Anyhow this is a subject which deserves very deep consideration at the hands of this House in view of the very great changes that are taking place elsewhere. As a nation or part of a nation we would be nowhere if we do not take into consideration the importance of this question. Therefore I am sure that the House will have no objection in getting this resolution passed leaving apart the details of the working for detailed consideration in future.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Sir, I rise to support the resolution placed before this House by Mr. Asan. Because we support the resolution it does not mean that we should not face difficulties and try to solve them. The introduction of Hindi as a compulsory subject in the educational institutions of Travancore has to be considered from two aspects. The one is from the financial point of view and the other from the point of view of necessity. Is there a necessity, an urgent necessity for Hindi being made a compulsory language in the schools? That question was very legitimately raised from the official benches and I thought the mover should have answered it. But he did not. In my view, it is imperative that we should have a fair distribution of the knowledge of Hindi in the State. We cannot afford to wait for any more time. So, Hindi ought to be made compulsory; it would not be enough if it is left as an optional subject. Within the next four or five years we do not know what changes we are going to have. It is therefore imperatively necessary that Hindi should be made a compulsory subject in schools. When I attended the Congress at Calcutta I found the difficulty, that the Travancorean has, in his opinion being heard in that Assembly. You cannot carry a single motion there if you speak in English, because the vast majority of them cannot understand English. I was in this difficulty when the question of Native States had to be discussed in the All-Parties Convention at Calcutta. Even a fraction of

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[Mr. K. Kunjukrishna Pillai.]

the audience in these vast Assemblies cannot understand English, and most of the speeches, especially those that have to carry conviction, have to be made in Hindi.

MR. O. M. THOMAS (*Kottayam*): May I know from the member whether there is any distinction between Hindi and Hindustani?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): There is slight difference between the two. My friend need not be under the impression that I am ignorant of Hindi.

MR. O. M. THOMAS (*Kottayam*): I was not under that impression when I put the question. I merely wanted to get that information from my friend.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): I know something of Hindi and I have passed one or two examinations set up by the Hindi Pracharak Sabha.

Another aspect of the question that I would like to place before this House, is that Government may not ordinarily be influenced by frothy sentiments that Hindi is a national language or that the times require it or that it is the *lingua franca* of the future federation. My point is that, from the point of view of work-a-day politics, Government will have to accept Hindi as a compulsory subject to be taught in our educational institutions. It would be very useful if our young men study Hindi and get a fair working knowledge of it. You will find, Sir, if you understand the conditions in India, that our young men have a great advantage on account of their knowledge of English. In no other part of India, especially in the North, can you find such a high percentage of young men who have got this amount of knowledge of English as our young men. All the industrial centres in India, the centres of business, are in the North. All the firms in these industrial centres, centres of economic activity, are in need of young men who have got some knowledge of English, the *lingua franca* of the commercial world, and also a working knowledge of Hindi which is the *lingua franca* of the commercial regions in India. Therefore, if our young men who are educated in English, as we now have in large numbers in our State, have also got a working knowledge of Hindi, I am sure it would be a great solution of the problem of educated unemployment in Travancore, because many of these firms and industrial institutions in Northern India will be able to absorb our educated young men provided they know Hindi. With the knowledge of English that they possess at present, if they would combine a working knowledge of Hindi also, I think our young men would have great scope for employment in the several business centres in India. Therefore, Sir, if you would look at the vast volume of business transacted in North India and the possibility of employment there, I think that this matter, of the spread of the knowledge of Hindi in Travancore, would appeal to Governnment irrespective of the political sentiment, irrespective of the fact that the popular talk is about Hindi; and the Government would be convinced, even from a strictly utilitarian point of view.....,

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MR. A. THANU PILLAI (*Trivandrum*): Does the member suggest the introduction of Hindi in English Schools even before Vernacular Schools?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): My idea is that even before Hindi is introduced in Vernacular Schools it ought to be introduced in English Schools. I do not think it will be costly even if it is introduced in Vernacular Schools also. The instruction of Hindi need not be started in all the institutions in the State all of a sudden at one stroke as Mr. Asan seems to suggest. That may perhaps involve a good deal of expenditure. With very great respect to the ideas of the mover, I would suggest that that is not very necessary. If you want to get Hindi Pracharaks from outside, they would of course demand higher pay. They may have to be paid at least Rs. 30 a month. I think the lowest Pracharak here gets Rs. 30. What I would suggest is that, to begin with, particular centres may be chosen and Hindi taught there as a compulsory subject, so that within a year or two we would have sufficient number of our own people who could be appointed as instructors in all the schools of the State. From my own experience, I may say that two years are not necessary for getting a working knowledge of Hindi. In two years one can get a very good knowledge of the language. For mere working knowledge of Hindi one would not ordinarily need more than six months, utilising at the rate of two hours every day. Therefore, my suggestion is that, if particular centres are chosen and some of our young men are given a year's training in the language, we could get the required number of good instructors for all our schools. With regard to Hindi grammar, it follows Sanskrit very closely, and anyone who knows Sanskrit can pick it up in no time. My own idea is that a man who has got a sound knowledge of Sanskrit and its grammar can pick up Hindi in three months.

MR. R. VAIDYALINGOM PILLAI (*Registrar of Co-operative Societies, Joint Stock Companies and Protector of Depressed Classes*): What is the member's view about opening Hindi classes in our Sanskrit College?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): It will be very good.

As I have already suggested, Sir, from the commercial point of veiw the spread of Hindi in Travancore and the introduction of it in our educational institutions would be very useful. It is more or less certain, Sir, that, the future constitution of India is going to be a democracy; so, the knowledge of the language of the common voter in the land is of very great importance; and if the men who are in the forefront of Indian politics at present could be expected to be at the forefront of Indian politics of the future also, it would not be far wrong if we surmise that Hindi would be the language of the Federal Assembly in the future. Therefore, we would be in very great difficulty if we do not have sufficient knowledge of Hindi. I think it is high time that we prepare our people, at least the younger generation, for it and give them adequate knowledge of Hindi so that they may be able to talk and

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understand Hindi, not merely for conversational purposes but also for a scholarly knowledge of the language. I think I have answered the question of necessity for introducing Hindi in our educational institutions.

In regard to the question of expenditure, Sir, as I have already suggested, the teaching of Hindi need not be started in *all* the educational institutions in the State just at present. To start with, certain institutions can be picked up, and Hindi may be taught there so that within a year or two we can have the required number of instructors for all the schools in the State. If it is done like that, I am sure, within five years, Hindi would become very common in Travancore. Because I interrupted Mr. Asan it should not be understood that I was against the resolution. Not at all. I interrupted him to bring it out that it was imperatively necessary to impart knowledge of Hindi to the people here.

With regard to the difficulty raised by some of my friends that the introduction of Hindi would form a further addition to the already heavy curriculam of studies in our schools, first of all, that is not a matter that arises on this resolution. Whether there are non-essential subjects in our present curriculam or not, as a matter of necessity, I say, Hindi must be taught in our schools. Whether you are going to appoint a committee or not and wait to hear its report as proposed by Mr. Asan, I think the teaching of Hindi in our schools ought to be begun before that. There is no need for us to wait till the committee submits its report. After all, this is not such a controversial matter. If Hindi also is added on to the present curriculam the students will have to study three languages instead of two; and teaching three languages in schools is not, after all, so very strange. In European countries, particularly in most of the small Republics, they teach even more than three languages in their schools.

MR. A. THANU PILLAI (*Trivandrum*): At what stage in the school course does my friend suggest the teaching of Hindi?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): In the English Schools it should commence after the Third Form, and in Vernacular Schools after the Fifth Class; because a knowledge of the rules of the Malayalam grammar and a knowledge of the Sanskritised Malayalam that we have in Travancore will be very helpful in the study of Hindi. Further, children will be able to pick up Hindi much more quickly after a grounding in good Malayalam than before that. Therefore, I suggest the resolution should be adopted and worked out without any delay and as speedily as possible.

MR. N. K. KRISHNA PILLAI (*Neyyattinkara*): Sir, I too rise to support the resolution of my friend Mr. Asan. I did not at first want to intervene in this debate, but after hearing Mr. Govindan I thought I may say a few words in regard to the teaching of Hindi in Travancore. Mr. Govindan in answer to a question put to him by Mr. Thanu Pillai whether he knew of the existence of

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any Hindi school in the State, said that he was under the impression that there were some institutions here, but was not able to point to any such institution specifically. In my own constituency, Sir, there is a very flourishing Hindi institution conducted by an Ezhava lady who has passed almost all the examinations of the Hindi Pracharak Sabha. She has been conducting the school for the last three or four years, and about 200 candidates have passed out of the institution and are now propagating Hindi in their own humble way. Last week there was a public meeting at Neyyattinkara presided over by my friend Mr. Thanu Pillai, and at that meeting an address was presented to that lady and some encouragement was sought to be given to the spread of Hindi in Travancore. The several gentlemen who spoke on the occasion emphasised the need for the propagation of Hindi throughout our State. Therefore, my point is that there is no paucity of Hindi-knowing people in Travancore. If the Government would only adopt this language, at least as an optional subject in our schools for some time to come, I am sure they would be doing a great deal towards the advancement of the position of Travancore in the future Indian constitution. As regards the importance of Hindi my friend Mr. Mahomed has adverted to it sufficiently well and I would only add that that is the language most extensively used throughout India. Very recently, Sir, I remember to have read an article, written by a very responsible gentleman, in some of the papers that about hundred millions of the inhabitants of North India have Hindi as their mother tongue and that about two hundred millions of people can speak Hindi. Therefore, particularly in view of the future National Constitution of India, reference to which has already been made by some of my friends, my submission is that it is imperatively necessary for us to adopt the language which may be conveniently used for common union among Indians in general.

MR. A. THANU PILLAI (*Trivandrum*): May I know from my friend whether the Hindi school at Neyyattinkara, to which he referred to, is supported by funds from outside the State?

MR. N. K. KRISHNA PILLAI (*Neyyattinkara*): Yes; I think the funds are provided by the Hindi Pracharak Sabha.

So I would also strongly recommend to Government that, in view of the times in which we live, in view of the far reaching changes which we all expect in the near future in the constitution of India wherein we shall also have a share, the Government should adopt Hindi also as a language to be taught in our educational institutions so that we may understand and be understood by the people in the major part of India. With these words I support the resolution.

MR. K. NARAYANAPERUMAL NADAR (*Agastisvaram*): Sir, I suppor the resolution of Mr. Asan. The first thing that strikes the notice of a foreigner as soon as he lands in India is, not the Himalayas, nor the fact that India is watered by such mighty rivers as the Ganges or th Brahmaputhra, nor the fact that India has a glorious past, nor the fact that a foreign race rules over the people, nor the fact that the country is

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passing through a political and an economic crisis—it is not all these things that strike him. The fact that strikes him, Sir, is the prevalence here of many languages. It is the linguistic difficulty that has stood so far in the way of the evolution of Indian nationalism.

During the administration of Lord William Bentinck there was a controversy as to which should be the official language of India, English or anyone of the Indian languages. Lord Macaulay then said that the whole literature of India and Arabia was not worth a single library in England. The statement, coming as it did from one whose knowledge of India cannot be said to be in any way unworthy of consideration had the effect of making English the official language in India. And it has become not only the *lingua franca* of India but of the whole world; rather, it has become the commercial language of the whole world. In one sense the introduction of the English language into India has been mainly responsible for the inculcation of national spirit in the Indian. But there has been one difficulty with regard to the introduction of English language here.

Firstly, English education is very costly. Secondly, it is very difficult to popularise it. It has therefore been the attempt of all great National Leaders like Mahatama Gandhi and Pandit Jawaharlal Nehru to choose some language as the common national language of India. They have chosen Hindi for that purpose, and, in recent years, various attempts are being made to popularise it throughout the length and breadth of India. We, in Travancore, must see that the Legislative Council gives its assent to the introduction of Hindi into this State and that attempts are made to popularise it. If that is done, it would be real, national, constructive work. With these words, I support the resolution.

MR. E. G. MCALPINE (*Director of Public Instruction*): Sir, I find myself in some little difficulty in rising to speak on this resolution; because the main arguments that have been advanced in its favour are, so far as I have been able to make out, political. And on the floor of this House, I do not know whether, as Director of Public Instruction, I can deal with those arguments. As an educationist and from the point of the view of the Director of Public Instruction the main question that I have to consider is whether, Hindi in the present state of the curriculum can go into the curriculum of our schools.

Now, Mr. Asan's resolution, as it stands at present, insists that Hindi must be compulsorily taught in the schools of the State; not in *some of* them but in *all the schools of the State*. As a result of questions put to him by various members he explained that he did not mean *all* the schools of the State but only *some* of them for the present. I do not therefore know whether to deal with the resolution as it stands or as Mr. Asan would like to amend it. Actually no amendment of any kind has been made. The resolution explicitly says that Hindi *must be made a compulsory subject in the schools of the State.*

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Mr. Asan, when he was first questioned about it, explained that it ought not to be compulsory in primary schools; and then, on further interrogation, he said that it need not be compulsory in English Middle Schools. So as far as I am able to see, he wants his motion to apply really only to the higher forms of our English High Schools.

MR. A. S. DAMODARAN ASAN (*Mavelikara cum Kartikapalli*): And also in the higher classes of our Vernacular Schools.

MR. E. G. MCALPINE (*Director of Public Instruction*): Therefore, Sir, I do not quite know how to tackle this question.

As far as the Primary Schools are concerned, it is out of the question unless you choose between Hindi, and Malayalam or Tamil. There is no country I know of in which it is considered possible for children between five and eight to study two languages, so, I take that as being outside practical politics. The introduction of Hindi in the Primary Schools could be thought of only if there is a demand that the language of this State should not be Tamil or Malayalam, but should be Hindi. I do not think there is evidence of such a demand. Therefore, as things stand at present, the introduction of Hindi in Primary Schools is out of the question.

In regard to the introduction of Hindi in English Schools, I am concerned only with the practical aspects of the matter. We hear various theories as to how long it takes for an average man to learn Hindi. In regard to that, Sir, people vary in their capacity to learn foreign languages.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): May I remind the member that Hindi is not a foreign language?

MR. E. G. MCALPINE (*Director of Public Instruction*): If it is not a foreign language, it is certainly not in the the same position as Malayalam is to the Malayalee or Tamil to the Tamilian. It is something different. That is why I say it is a foreign language.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): That is a hasty conclusion, I must say.

MR. E. G. MCALPINE (*Director of Public Instruction*): As regards the question of introducing Hindi in English Schools I am personally of opinion that, if, for example, you introduce it in the middle school and drop it at the High School, the student at the time of leaving the High School, would have forgotten practically all the Hindi that he learnt during the three years of his middle school career.

Then, Sir, taking Mr. Asan's view, that Hindi may be introduced in High Schools, as a working basis, I foresee very great difficulty in it unless for the word '*compulsory*' in the resolution there is substituted the word '*optional*.' Our E. S. L. C. course, as also that of Cochin and of Madras, lead up to the University course of studies; and, as the members know, the courses of study for the School Leaving Certificate Examination have been altered within the last two years to suit the needs of the University course. Even as it is the complaint—which I

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find is very general—is that the present school syllabus is very heavy. Those of you who are interested in education might have known that the Teachers' Conference, which was held at Palghat during the last long vacation, expressed that view; and the University of Madras has through its syndicate, appointed a committee last month to go into the question of possible modification in the school syllabus. Now, in these circumstances, if you are going to put compulsory Hindi also in, I do not know how it is going to be a practicable proposition unless, again you adopt the point of view that, instead of Malayalam or Tamil, Hindi should be taught in all the schools of the State. But that does not seem to be the intention of the mover.

MR. K. GOPALAKRISHNA PILLAI (*Parur*): Why not reduce the number of periods, now allowed in the time-table for the teaching of English, and teach Hindi in the periods so reduced?

MR. E. G. MCALPINE (*Director of Public Instruction*): The difficulty is this. It is a question of standard of proficiency in English which the University says has to be attained for entry into the college. We do not control the university standards.

MR. K. GOPALAKRISHNA PILLAI (*Parur*): But it is we that control the standards so far as our School Final Course is concerned.

MR. E. G. MCALPINE (*Director of Public Instruction*): We do not control even that for practical purposes. Because, a very large number of those who take these English School Leaving Certificates, take it with the intention of entering upon university course of study, and it is the University that determines and controls the standard for entry into the college. We control the standard of our English School Leaving Certificate Examination only in the sense that we issue the certificates and give the instruction in our schools. Unless the University is prepared to recognise our Certificates as sufficient for admission in the college, there is no use issuing such certificates.

So, judging from the standard that the university has fixed, even now, in spite of the number of hours now allotted in the time-table for the teaching of English, the percentage of failures in English is very high. Therefore, any reduction in the number of periods set apart for teaching English will only tend to increase the percentage of failures in English even further.

MR. E. V. KRISHNA PILLAI (*Kottarakara* cum *Kunnattur*): May I point out that there is no such difficulty in the case of the Vernacular Schools, because, it is *we* that control the standard?

MR. E. G. MCALPINE (*Director of Public Instruction*): But, the total number of hours allotted for the teaching of English in Vernacular Schools is very small. One has to remember that. Further, the question has to be considered whether, at this stage, it is desirable to continue the parallel courses in the Vernacular and the English Schools. That topic was alluded to during the discussion of the demand for the grant for the Education Department; and that is a topic which will certainly come into the purview of the committee which is to go into the reform of the educational system in the State.

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Sir, my own difficulty in the matter is that, as things stand at present, all that we can possibly do we have already done. We have done what Madras and Cochin have done in the matter; and we have gone a little further than Mysore, we have made Hindi an optional subject in schools where there are students to study it. My own view on the matter is that it is a question of public demand. I may tell the House that if there was really an extensive public demand for Hindi being introduced as an optional subject, certainly the Director of Public Instruction would have heard about it.

MR. A. THANU PILLAI (*Trivandrum*): May I know from the member whether provision has been made in the Budget for 1107 for teaching Hindi in any of the Departmental Schools?

MR. E. G. MCALPINE (*Director of Public Instruction*): Provision could not be made just now, because the recommendations of the revision committee had been submitted by me to Government and have come back recently, some portions approved and the rest for further investigation. These details have to be approved by the University before they can be put into practical application. The syllabus has not yet received formal approval of the University.

MR. A. THANU PILLAI (*Trivandrum*): Is it in substitution of any other subject that Hindi is sought to be introduced?

MR. E. G. MCALPINE (*Director of Public Instruction*): It is in substitution of language other than second language. It comes in the second language group. Pupils may take any one of the second languages. That is the position in the revised carricula and that is the position in Madras, Mysore and Cochin. As I was saying, we can do nothing more because at the moment I have no evidence that there is any national demand in Travancore. Not even a single request has been received in my office from any school, private or Government, in this State, and no representations have been made to me by guardians single or collectively that any such introduction should be given.

MR. K. GOPALAKRISHNA PILLAI (*Parur*): Mr. Asan is making a representation as a representative of the people.

MR. E. G. MCALPINE (*Director of Public Instruction*): That is all right. I am only stating that there has been no index of public opinion hitherto.

MR. E. V. KRISHNA PILLAI (*Kottarakara* cum *Kunnattur*): Is it suggested that if the Director is convinced of a National demand he will see his way to revise the curricula?

MR. E. G. MCALPINE (*Director of Public Instruction*): If the Director is convinced of the necessity he would have put his proposals to Government. It does not rest with the Director alone.

MR. E. V. KRISHNA PILLAI (*Kottarakara* cum *Kunnattur*): Is not Government advised by the Director in regard to educational matters?

MR. E. G. MCALPINE (*Director of Public Instruction*): That is the idea. But on the other hand the Director has no direct authority in a

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[Mr. E. G. McAlpine.]

matter of this kind. He cannot by a stroke of the pen alter the course of study in the State.

MR. A. S. DAMODARAN ASAN (*Mavelikara cum Kartikapalli*): May I know what he would have done if he had received representations from guardians?

MR. E. G. MCALPINE (*Director of Public Instruction*): I would have put before Government my views in the matter. I have nothing more to add, Sir.

MR. A. THANU PILLAI (*Trivandrum*): The desirability of making provision for the teaching of Hindi in the schools of the State can by no means be disputed. Mr. McAlpine tells us that the arguments raised by the House in support of the motion are more political than educational and so it is doubtful how far he would be justified in considering himself called upon to deal with this question. In regard to that, Sir, I wish to submit to the House that the view of the Director is untenable. After all, what is the distinction between political ground and educational ground when the matter deals with the education of our boys and girls. There is absolutely no point in the distinction so far as I can see. We have to adopt a certain course. It may be out of political considerations or it may be out of non-political considerations. It cannot be said that there cannot be educational necessity arising out of political considerations. Of course, educational necessities may arise out of political, economical or aesthetical or other considerations. How is it that we are learning English? Is not that in a large measure as a result of political considerations that in our schools English is taught? To me it appears it is. No doubt, it has helped us economically, but in other respects it has affected us adversely so that there is no point in saying that political consideration should not have a place in this matter.

MR. E. G. MCALPINE (*Director of Public Instruction*): I rise to a point of personal explanation. The member has misunderstood what I have said. I am not questioning the propriety of Mr. Thanu Pillai or any one else in this House to discuss it as a political principle. But what I wanted to convey was that, I, as a Director of Public Instruction, am speaking of it from an educational point of view which the House would expect from me. I don't think the House is interested in hearing my other views. It does not prevent any other member from talking of any other aspect of the matter.

MR. A. THANU PILLAI (*Trivandrum*): It is because the educational aspect comes that the necessity arises. The necessity must have arisen out of political considerations as well. Anyhow, one consideration in this case is political. My friend Mr. Kunjukrishna Pillai said that even out of economic consideration it has to be considered. The main ground advanced for teaching Hindi is no doubt political. That gives rise to the necessity. The necessity is there and the Educationalist comes in with his proposals as to how the necessity should be met. That is all that I want to say, not that there is substantial conflict in the matter. So, when we advance arguments for introducing Hindi

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as a subject to be taught in our schools, no doubt we have political considerations in view. Probably Mr. McAlpine has no place while we are dealing with that aspect of the matter. Sir, I think that it will not be disputed that Hindi is going to be a very important language in India. Of course, it has already been a very important language in the greater part of India. Owing to the altered political conditions or in consequence of the political changes that are going to come about, Hindi promises to become even more important than before. That aspect of the matter has, I believe, been satisfactorily dealt with by my friends here. We cannot stand aloof from what is taking place in other parts of India. We have to reckon with the great changes which are brought about in the national life. And in the great national life which is spreading or going to be felt in the constitution of India Hindi for all intents and purposes is going to be the chief language of India. Probably it may take the place of English. But we do not know when. At any rate it must be the language for all political purposes. It is going to be the language which would unite the people of one part of the country with the other. So, there cannot be much dispute about the necessity of teaching Hindi.

The other aspect of the matter is the educational aspect, *viz.*, in what all schools are we to teach Hindi, for how many years, in substitution of what other subject and so on. These are the questions that should engage the attention of the Director and I think he will concern himself mostly with this aspect of the matter. As the Director himself pertinently remarked, the resolution would have been more happily worded. Of course, it cannot be the intention of the mover of the resolution that Hindi should be taught in *all* the schools of the State. It is obviously meaningless. The only idea is that Hindi should be taught to all Travancore boys and girls who want to talk in that language. Sufficient opportunity should be given for that. Where it is to begin is the only question. Mr. Asan suggested that it is enough to provide for a course of three years. It may be that it will be enough to provide for even two years. I do not know Hindi myself. Mr. Govindan was saying that even two years might be enough for gaining a working knowledge of the language. So, we may introduce it in the higher forms—fourth, fifth and sixth—of the English Schools. The difficulty that Mr. McAlpine suggested was that we may not be able to conform to the University standards if we introduce this additional language also in the higher forms. Sir, I may be permitted to remind the House that we may not after all be able to deal with our educational problem satisfactorily so long as we are associated with a University over which we have no control. In dealing with so vast and important a question as this, we have to consider it in all its aspects, and if necessary we must try to be independent of other Universities and we must have a University of our own if it comes to that. Till then a satisfactory solution may not be easy. But a solution has to be found even under existing conditions. The University does not make Hindi or for the matter any other subject than English a compulsory subject in the High School classes of the State. We cannot say

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that any particular vernacular language is made compulsory in the High School classes so far as this University is concerned. Even Malayalam is not made compulsory for a Malayali, Tamil for a Tamilian, Sanskrit for a Sanskristist. It may be said that it is strange that a foreign language, I use the word 'foreign' in the sense that it is not the mother tongue, is made compulsory while one's own mother tongue is not made compulsory. The mother tongue is to be learnt and it will be learnt.

MR. K. PADMANABHA PANIKKAR (*Ambalapuzha*): Is Hindi a kindred language to Malayalam?

MR. A. THANU PILLAI (*Trivandrum*): I do not think that Malayalam is a kindred language to Hindi. I do not think that Hindi belongs to the same stock from which Malayalam sprang. It does not belong to the Dravidian languages. There may be differences of opinion as to the genesis of these languages. No doubt Malayalam has derived more strength from its association with Sanskrit and since Hindi is a kindred language to Sanskrit, we may say that the Malayali may be able to understand Hindi probably better than a Tamilian or one who speaks another language. It is not well-known whether Sanskrit and Malayalam can claim kinship with Hindi, but we are not at that point now.

We are not claiming a place for Hindi in the curricula of studies on that ground but because it is going to be *the* language of India and we are going to play a part in the greater India. So we cannot in any way cut ourselves from the rest of India. We ought to take advantage of the opportunities afforded to Travancore and see that our boys and girls study Hindi. It is said that so far as Travancoreans are concerned Hindi is not a difficult subject to study. A few hours' work for two or three years would make it easy for any Travancorean to acquire a working knowledge of Hindi.

Mr. McAlpine mentioned two difficulties. One is that our curriculam is already overloaded and we cannot put any more subjects. The second difficulty that he mentioned was that if we take away some of the subjects or if we allot some time available for the study of Hindi there will be difficulty in conforming to the University standard. Of course, it is a matter for the educationist to consider. If the study of Hindi is found to be necessary it is the duty of the educationist to solve the problem and find the time necessary for the study of this language. Mr. McAlpine also told us that certain changes in the curriculam have been proposed. We do not know what those changes are and how Government are going to deal with them. The fact that Hindi has been proposed as an optional subject does not help us much. Because it is provided for in the same way as any other subject it does not mean that it will be made compulsory. If the student takes up Hindi in the place of Dravidian language as optional and continues his studies to the college classes he will be at a disadvantage if there is no provision in the College classes if his idea is to continue that in the College classes also. These things have to be considered by the educationist. The scheme is not before us and we do not know what

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changes are proposed to the curriculam. The Director must be able to set apart a few hours —three or four hours—a week for the study of Hindi. This is only a detail. And if the principle is accepted I do not think the difficulties raised by the Director are insurmountable.

Then the Director mentioned the fact that there would be no advantage in studying one language for two or three years and then leaving it. I do not think there is much force in that argument. Now what is the object of studying this? We want our men and women to study this for practical purposes. Now are there not people who studied English till the Matriculation or School Final Class and then left it off? Do they forget their English? If Hindi is going to be the language for business and other purposes, a knowledge acquired on the subject as a result of two or three years' study will never be a loss.

MR. P. S. MAHOMED (*Nominated*): ഹിന്ദി കൂടുവടക്കാരുടെയിടയിലും പ്രചാരമുള്ള ഒരു ഭാഷയാണെന്നറിയാമോ?

MR. A. THANU PILLAI (*Trivandrum*): പ്രചാരമുള്ളതായിരിക്കും.

So there is absolutely no danger in the knowledge of the language being lost. It may be that in the case of an Englishman who studies French he does not pursue it till the end and he may have no advantage at all. In India there is no danger of the knowledge of. Hindi acquired being lost or becoming useless. Then as for further studies in Colleges, I believe here after provision should be made there also, because some people will have to acquire a more detailed knowledge of Hindi if we are going to form part of India and our constitution is to be connected with that of India and we are to take part in the administration of India. For this at least some of our young boys will have to get a sufficient mastery of the language. Of course it may be said that we are in the region of speculation. We do not know whether this speculation is going to be a fact. The chances are that it will become more of a fact. So provision has to be made for instruction in Hindi in all the Colleges of the State.

Then, Mr. McAlpine remarked that there is no national demand and that this motion has not got any strong basis. When a demand is made in this House and when it is largely supported, that shows that it is nationally supported. We cannot expect all the people to join together and claim it one fine morning. Only the more discerning, thoughtful and Instructed section of the people understand what is necessary, what is coming in advance and the demand will be made by them. If the demand now made by the more enlightened section of the people is not heeded, then a time will come when people as a whole will make a demand and it will be too late for the Government to satisfy them. So, it is better that the demand now made by the House is given due consideration and Government take steps to see that this resolution is given effect to in the spirit in which it is moved. Of course, the resolution in its present wording may not be acceptable. That is not the object of the mover himself. We want only Hindi to be made a compulsory subject in the schools of the State.

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MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Why should a person who does not want to study Hindi be compelled ?

MR. A. THANU PILLAI (*Trivandrum*): Sir, that will depend upon the nature of the necessity. My friend can as well put another question. Can a person who does not want to learn Malayalam be compelled to study that language ? Can a guardian who does not want his boy to learn Malayalam be compelled to teach Malayalam ? I say he can be compelled. If it is felt as a part of the national education of Travancore that, Hindi should be taught to our boys and girls, I say any boy or girl can be compelled to learn Hindi. Here the proposal is not that every boy and girl in the State should be compelled to study Hindi. It is not stated that it should be made a compulsory subject in that sense. The suggestion in fact is that provision may be made for the compulsory study of Hindi in the higher classes of the English and Vernacular Schools of the State. If a boy or girl wants to have the course in that language, then he or she may very well be compelled to study Hindi. Can any boy or girl be compelled to study English ? It is only when he wants to benefit from the instruction in the higher classes of the English or Vernacular Schools that he will study Hindi. Of course, English has now become the medium in some schools and every body who wants the benefit of it has to study the language similarly with Hindi.

Then about the cost involved. To me it seems that the demand does not involve any substantial extra cost. As Mr. Kunjukrishna Pillai suggested we can begin by starting the study in the higher classes of two or three schools. Those who come out from those schools may be made teachers in other schools. Government may also announce that within three years Hindi will be made a compulsory subject in all the higher classes of the schools in the State. I do not think there will be any difficulty to get any number of boys and girls to study Hindi. Suppose we start Hindi in some of the High Schools in the course of two or three years. What will be the result ? If people find a chance of being appointed as teachers in the departmental schools there will be a good many people to take up the study. When a good number of people study the language there will be no difficulty to get teachers. From what I hear Hindi is much more easy to learn than sanskrit. So we can get any number of teachers for the pay we give to Sanskrit and Malayalam teachers. We do not say that Hindi should be started in all the hundreds of schools in the State all of a sudden. Let us make a start. In two or three years there will be sufficient number of teachers available for teaching the language. So I think there will be no extra cost. I request that all these aspects be considered by Government and necessary steps taken in that direction.

MR. S. CHATTANATHA KARAYALAR (*Pattanapuram* cum *Shencotta*): Sir, I rise to support the resolution of Mr. Asan. I am in full sympathy with the resolution moved by Mr. Asan. One ground, more than any other which has made a special appeal to me is the ground of political expediency on which the resolution is rested. Sir, it will be difficult to ignore

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the circumstances obtaining and changes taking place elsewhere in life's problems, in politics and other things. We are aware that changes are taking place much more rapidly than we are conscious of in the political evolution of India. It would be necessary, therefore, to recognise these changes if we are to keep abreast of the times and to equip ourselves to meet the situation that would arise out of these changes. There is no denying the fact that we are entering upon a new stage in the political evolution of India and Travancore will have to form a unit in the future political structure. There is no denying the fact also that Hindi is going to play a great part in the new order of things that will be ushered in by the new political structure. It would therefore be only quite wise on our part to equip ourselves in order to meet the situation, and to keep ourselves abreast of the times by adopting the principle of the resolution that has been tabled by Mr. Asan. With these words, I support the motion.

MR. TARIATU KUNJITOMMAN (*Commerce and Industry, North*) : സർ, വിദ്യാലയങ്ങളിൽ ഹിന്ദിഭാഷ നിർബന്ധമായി പഠിപ്പിക്കണമെന്നുള്ള മി. ദാമോദരൻ ആശാന്റെ പ്രമേയത്തെ ഞാൻ ബലമായി പിൻതാങ്ങുന്നു. ഇതു് എതുയും കാലോചിതമായ ഒരു പ്രമേയമാണു്. ഇൻഡ്യയിലെ നാനാഭാഗങ്ങളിലുള്ള ജനങ്ങൾ തമ്മിലുള്ള ഇടവാടും സഹവാസവും പൂർവ്വാധികം വർദ്ധിച്ചുവരുന്ന ഇക്കാലത്തു ഇൻഡ്യയ്ക്കു പൊതുവായ ഒരു ഭാഷ വേണമെന്നുള്ളതു നാട്ടിന്റെ ഭാവി ഐശ്വര്യങ്ങളേയും രാഷ്ട്രീയമായും എന്നു വേണ്ട നാനാമുഖമായും ഉള്ള അഭിവൃദ്ധിയേയും കരുതുന്ന ഇൻഡ്യയിലെ ദേശാഭിമാനികൾ ആഗ്രഹിച്ചുകൊണ്ടിരിക്കുന്ന ഒരു സംഗതിയാണു്. എന്നാൽ ഇങ്ങനെ സ്വീകരിക്കുന്ന ഒരു ഭാഷ ഇൻഡ്യയുടെ അധികഭാഗത്തുള്ള ജനങ്ങളും അംഗീകരിച്ചിരിക്കുന്ന ഒരു ഭാഷയായിരിക്കണമെന്നുള്ള ഉദ്ദേശത്തോടുകൂടിയാണു് അവർ ഹിന്ദി മതിഎന്നു നിശ്ചയിച്ചതു്. ഇൻഡ്യ അഭിവൃദ്ധിപ്പെടുന്നതോടുകൂടി, അഭിവൃദ്ധിപ്പെടുന്നതോ അല്ലെങ്കിൽ ഇൻഡ്യ അധോഗതിയെ പ്രാപിക്കുന്നതോടുകൂടി, അധോഗതിയെ പ്രാപിക്കുന്നതോ അല്ലാതെ വേറെ ഒരു നില സ്വീകരിക്കാൻ നിവൃത്തിയില്ലാത്ത തിരുവിതാംകൂർ മുതലായ നാട്ടു രാജ്യങ്ങളിലും, ഭാരതത്തിന്റെ അഭിവൃദ്ധിയുടെകുന്നതായി ദേശാഭിമാനികൾ സ്വീകരിച്ചു പ്രവൃത്തിച്ചുവരുന്നതുപോലെ പ്രവൃത്തിക്കാതിരിക്കാൻ നിവൃത്തിയില്ല. അതിലേക്കായി ഹിന്ദി പ്രചരിപ്പിക്കണമെന്നുള്ള ദേശാഭിമാനികളുടെ ഉദ്ദേശം മനസ്സിലാക്കി അതിനുതകുന്ന ഒരു പ്രമേയം ഇവിടെ കൊണ്ടുവന്നതിൽ ഞാൻ മി. ആശാനെ അനുമോദിക്കയും ഈ പ്രമേയത്തെ പൂർണ്ണമായി അനുകൂലിക്കയും ചെയ്തുകൊള്ളുന്നു.

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MR. O. M. THOMAS (*Kottayam*): Sir, the Director of Public Instruction stated in this House that the demand for the study of Hindi is mainly based on political grounds. Now, I want him to recognise the fact that unlike in British India this demand has not to face here any political difficulties. The British Government for a considerable time used to profess great concern for our system of education. When the Hindi Pracharak Society made repeated representations to that Government that Hindi must be made a compulsory language in the curricula of studies in the British Indian Schools, the objection raised was based also on political grounds. The Government used to refer to the communal controversy that was raised all along in British India in regard to the pride of place that is to be given to Hindi or Urdu. That was the difficulty with which the British Indian Government were concerned. The question bristled with difficulties. The Muslims claimed the pride of place for Urdu and the Hindus for Hindi. The Government were nonplussed and they were not in a position to adjust the competing claims of these two languages. But here in Travancore we are not placed in that position. Here we are not having a language which runs in competition with Hindi. If the Director of Public Instruction has any objection to the word 'political' I would substitute the word 'national.' I think it would be a word to which there may not be any objection.

MR. E. G. MCALPINE (*Director of Public Instruction*): A word of personal explanation. The word 'objection' never occurred in my mind or on my tongue. I was merely saying that it is a purely educational point of view arising before the House. I said that I was merely saying from the point of view of an educationist and trying to put before the House how the question will affect the curricula of schools. The question of objection that is being raised is entirely fancied. It was not used by me at all.

MR. O. M. THOMAS (*Kottayam*): From the words of the Director of Public Instruction, I suspected that he was trying to establish a sort of divorce between education and politics. That unfortunately is the state of affairs that prevails here. Does, Sir, the Director of Public Instruction realise the fact that our educational problem was controlled and dominated by politicians from the West? Naturally there must be a difference in points of view between persons placed in the position of Mr. McAlpine and myself. That is all that it implies. It is natural and inevitable. What I say is that we raise the demand for compulsory study of Hindi on national grounds. We must be trained to go into the deeper and broader currents of our national life. As long as we remain ignorant of the language that is used in national assemblies like the Congress and other institutions, we cannot contribute our share to the national life of India. I am not nervous of the word 'political'; on the other hand I take my stand on that consideration alone The Director of Public Instruction said that if there was a real and felt demand for the study of Hindi, he would certainly have come to know of it as Director of Public Instruction. I am not sure if he insinuates that he is in a better position as Director to gauge the

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strength and intensity of public opinion on this point than the representatives of the people assembled here. I suppose this is a political assembly and I believe that the people of Travancore have left the ventilation of this question to the politicians assembled here. That is the reason why Mr. McAlpine has had no occasion to hear about the strength of feeling on this question. I believe we shall be failing in our duty if we do not press for a compulsory study of Hindi. It is no justification for the Government to say that they are not aware of it. The question is being opposed by the Director of Public Instruction on the ground that our curricula of studies have been overloaded and that the addition of a new compulsory subject would only enhance the burden that already rests upon the weary shoulders of our boys and girls. Now I recognise the force of that argument, and I would offer a sort of *via media*. Hindi must be taught as a compulsory subject; but with this difference; as we insist only on a working knowledge of the language for national purposes we are not concerned with any efficiency test as far as that language is concerned. I would make the attendance in a Hindi class compulsory but no minimum percentage should be insisted upon with regard to the passing of examinations. That is the *via media* I would suggest.

MR. E. V. KRISHNA PILLAI (*Kottarakara* cum *Kunnattur*): Why does the member want to extend such a concession?

MR. O. M. THOMAS (*Kottayam*): Because I am not concerned with efficiency as far as Hindi is concerned; and in order to meet the difficulty of Mr. McAlpine, I would certainly have proficiency in Hindi; but since the curricula are already overloaded, and that seems to be the main difficulty urged by the Director of Public Instruction. I would solve it in my own way—I would insist upon compulsory attendance but not on efficiency.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): If such a course is followed, will it not be a pure waste of money?

MR. O. M. THOMAS (*Kottayam*): Certainly not. I suppose Mr. Kunjukrishna Pillai will not urge the need for the study of this language and say that there will be any waste by the study of this language.

MR. K. GOPALAKRISHNA PILLAI (*Parur*) Sir, I also support the resolution of Mr. Asan. The Director of Public Instruction says that there is no demand for Hindi teaching in Travancore. I submit in all humility that it is the business of the Director to direct and not to supply the demand. If the people know definitely what is going to happen in the future and if they can foresee everything that is going to happen forty years hence they do not require an expert. We expected from the Director of Public Instruction a clear lead in the matter. We would request him to view what would be the state of affairs, say, thirty years hence or 50 years hence, and guide the educational policy in such a way as to make our people fit to live as worthy citizens then and not as worthy citizens to-day alone. The Educational policy ought to be guided with

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[Mr. K. Gopalakrishna Pillai.]

foresight and not with a view to supply a present demand or a demand made by the social and political agitators of the land at the present day. It is the duty of the Director to see what would be the ideals of the people thirty or fifty years hence and our young men ought to be trained to become worthy citizens then. Then only will the policy be useful to the people. Those who are studying in the Preparatory class or the primary classes would be able to take part in life only 30 years hence. That is what I mean. Another difficulty raised by the Director is that the curricula is overcrowded. I know, as a matter of fact, that three or four modern foreign languages are taught in European countries with less number of hours devoted to the languages. We devote nearly seven periods for English work in our High Schools. With less number of periods devoted for modern foreign languages these languages are taught in European countries in a better way and the young men of those countries know the modern foreign languages better than the youngmen of India who learn English as a modern foreign language. That is due to the method adopted in those countries. Our method is defective in more ways than one. And the Director in his reorganisation scheme would, I am sure, introduce new methods and rectify the defects in the present system of education. When those defects are set right we would be able to impart with less number of hours devoted to English as efficient instruction to our students as is done at present. Then more time could be utilised for teaching other Indian languages. At present three languages are absolutely necessary for Travancore. For the purposes of the State a man must have a knowledge of Malayalam. For taking part in Indian affairs he must know a national language, that is, Hindi. For international purposes, he must have a knowledge of English also. These three languages will be necessary for educated Travancoreans in the future. So whether he is for learning it or not, he must be given opportunities for learning Hindi so that he might become a citizen of India, not merely a citizen of Travancore. Hindi has already come into its own. And so, for becoming a citizen of India one must learn Hindi.

I tried the experiment of teaching Hindi in my school. I found that boys were prepared to learn Hindi. They liked it so much that they were so eager to learn it, that they came to the school as early as 9 o'clock in the morning even though they had to remain till 4 in the evening.

MR. K. P. ABRAHAM (*Muvattupuzha* cum *Todupuzha*) : Is it taught now ?

MR. K. GOPALAKRISHNA PILLAI (*Parur*) : I had to give it up for want of a good teacher. I tried it in the First Form also. There also pupils picked it up. I do not think it is necessary to postpone the introduction of the teaching of Hindi to the Third or the Fourth Form. From the First Form upwards it could be taught and the pupils could profit by the teaching of Hindi. It is not enough if it is made an optional subject. There are many languages such as Latin and Sanskrit included in the curricula as optional

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subjects. But very few students go in for learning such subjects and very few schools provide facilities for learning such languages. In the same manner if Hindi is included as an optional subject no provision will be made for teaching it in the schools and the Director will be able to place statistics and evidence before us to show that there is no demand for Hindi. Hindi should be made compulsory in the lower forms. Then only will the majority of pupils be able to learn it. It is not enough if the cultured few learn the language. The ordinary citizen also will stand in need of a working knowledge of Hindi. So what I suggest is that it should be begun from the lower classes-from the First Form in the English Schools and from the 5th class upwards in the Vernacular Schools. With these words, I support the resolution.

MR. K. P. MADHAVAN PILLAI (*Shertallai*): Sir, I too rise to support the resolution before the House. It is the duty of all the people of the State to conform to the national demand especially when the demand is found to be irresistable and also when the demand is for the study of a language which has been universally recognized as the chief of the Indian languages. My point is to emphasise the fact that Hindi must be made a compulsory subject in the schools of the State. It has been found to be the most important political language as also the language which would appeal to the sense and to the feelings of the majority of the people of India; so that the adoption of this language at least as one of the important languages of the State would also make us part and parcel of India. I would also appeal to this House to adopt this resolution *in toto*. We conformed to the demand of the English public: we also tend to be part and parcel of the compact whole of India and also of the federal India that is to come. My suggestion is that this House should accord its whole-hearted support to this resolution and that if it entails an enlargement of the curricula of studies in the estimation of the Director of Public Instruction, my only answer is that even at the cost of enlargement this must be made a compulsory subject in the schools of the State at least so far as one or two classes in the English Schools are concerned. I accord my whole-hearted support to this resolution.

MR. K. P. ABRAHAM (*Muvattupuzha* cum *Todupuzha*): Sir, to my mind there is no real harm going to come by the introduction of Hindi in the Schools of our State. It will be seen that the mover of the resolution himself has no knowledge of Hindi. Many of the members of the House too have no knowledge of this language. It is necessary that this language should be introduced into the schools of the State. This resolution is only one that runs with the current of the times. It satisfies the need of having communications with ease and convenience with people outside the State of Travancore. From a political as well as commercial point of view, a common language is found to be necessary. The desirability of having a common language is not questioned by anybody.

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[Mr. K. P. Abraham.]

The difficulty of the Director of Public Instruction does not seem to be that such a subject will be unnecessary or will unnecessarily cause labour or expense to the authorities of the schools concerned. He only thinks that there are difficulties in introducing this subject as a compulsory one. He has no objection to have it as an optional subject. The necessity however is quite apparent and as many people wish for it without any corresponding disadvantages. My view also is that Hindi must be introduced in the schools of the State. However we only require a working knowledge of the language. So, as a matter of convience Hindi should be introduced in the English Schools in the Third, Fourth and Fifth Forms and in the Vernacular Schools in the Fifth and Sixth Classes as a compulsory subject. To make this a compulsory one in the School Final Classes and in the Seventh Class may add to the difficulties of the students and they may feel the difficulty more because they have to appear and pass public examinations. With these words, I support the spirit of the resolution moved by Mr. Asan.

MR. K. P. MADHAVAN PILLAI (*Chirayinkil*): Sir, I too support the resolution of Mr. Asan. I support it mainly from a political point of view. As has been said by many friends here, for the unification of India there should be a common language. Which is the language that has to be adopted? Many of us are under a delusion that Travancore having English education so far advanced it should be the common language of India also. But that is a false notion. Many who have gone beyond the Madras Presidency have informed me that it is not possible with the English language alone to travel in those regions. We won't be able to converse with the ordinary laymen in this language. Unless we know Hindi we cannot approach the ordinary shopkeeper to purchase things from him. Moreover as was stated by Mr. Asan, Hindi is a laguage that is talked by about 50 per cent. of the population of India. So in selecting which language should be the common language for India the possibilities are in favour of Hindi. As was suggested by many, that is a language that could be easily picked up. A period of three years would give a sufficient knowledge of the language and that would be a better course than English education itself. So my suggestion is that that the common language that is being advocated by the political leaders of India should be adopted here also, so that we may keep abreast of the times. As regards the course of instruction that has to be adopted by the educational authorities as was suggested by Mr. Gopalakrishna Pillai, the course of Hindi should be begun in the Vernacular section of the Education Department in the Fifth Class and continued up to the Seventh. In the English section it should commence from the First Form and it should continue up to the Fourth Form. This should, in my opinion, give a fair knowledge of the language and that will be the right step that ought to be taken by the Government if this resolution is adopted and given effect to. That is all that I have to say.

[The Council adjourned for lunch at 2 P. M. and re-assembled at 2-45 P. M. with the Deputy President in the Chair.]

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MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): A defect in the wording of my resolution has been pointed out by Mr. Thanu Pillai and others. It was said that while I have recommended that Hindi be made a compulsory subject in all the schools of the State in the resolution I suggested in my speech that Hindi need not be taught in all the classes of the Primary Schools and the lower classes in the English Schools. When I said the schools of the State, I meant both the Vernacular and the English Middle Schools. I did not say that Hindi should be taught in all the schools of the State. As far as the Primary Schools and the English Middle Schools are concerned, I consider them incomplete schools.

DEPUTY PRESIDENT: But it would not be clear from the wording of the resolution.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapallai*): Anyhow, Sir, if the wording of the resolution is a little vague and ambiguous, I want to make it clear now and all that I want is that Hindi must be made a compulsory subject in the higher classes in the Vernacular Schools and.....

DEPUTY PRESIDENT: You must amend your resolution and word it definitely; the House has to vote on the resolution as it is put from the Chair and not on admissions made by you in the course of your speech.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): In my view, this wording is sufficient but if I am permitted, I will make the point more clear.

DEPUTY PRESIDENT: You should ask for permission; I need not go out of my way.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): With your permission, Sir, I amend the resolution as follows: —

"This Council recommends to the Government that Hindi be made a compulsory subject in classes V to VII of Vernacular Schools and Forms IV to VI of the English High Schools.

DEPUTY PRESIDENT: Have you any objection, Mr. McAlpine to the resolution being amended?

MR. E. G. MCALPINE (*Director of Public Instruction*): I have no objection.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): The resolution then, Sir, may be considered in the form amended. One of the grounds advanced by the Director of Public Instruction is that the reasons alleged for the adoption of this resolution by this Council are more political than educational and that he is only concerned with the educational aspect of the resolution. What I would suggest in this connection, Sir, is that real education is that which produces dutiful sons who will be able to do useful service to the country. In that view of the question the political aspect of education could not be overlooked either by the Director or by the Government.

DEPUTY PRESIDENT: I suppose the political effect comes in indirectly?

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MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): Yes; since the resolution has been discussed at length I do not want to make any lengthy speech in reply. With these words I recommend the resolution for adoption by this House.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): I second the resolution.

MR. K. GOPALAKRISHNA PILLAI (*Parur*): I oppose the resolution as amended because by restricting the teaching of Hindi to the higher classes only a few students will be able to receive the instruction in Hindi. A language is learned very easily when taught while the student is yet young and not when he is grown up. Moreover by restricting the classes in which it is to be taught, it is reduced to the condition of an optional subject more or less. On these grounds I oppose the amended resolution that is now placed before the House.

MR. E. G MCALPINE (*Director of Public Instruction*): The amendment placed before the House is that Hindi must be taught in the V, VI and VII Classes of the Vernacular Schools and in the IV, V and VI Forms of the English High Schools. As far as the V, VI and VII Classes of the Vernacular Schools are concerned, the problem is one which would be considered presumably by the Education Committee which is proposed to be appointed. One of the subjects that will come within the purview of this Committee is the whole question of Vernacular education in all its grades and the question as to whether or not it is necessary to continue maintaining parallel grades. That being the case, it is obvious that the question whether Hindi can or cannot suitably come into the curriculum is a problem with which that Committee is concerned. As far as the High Schools are concerned I am still un-convinced that compulsory Hindi is a practical proposition in our present curriculum. As far as I can see, there are three ways in which you can introduce an extra subject. One is by asking the students to attend schools before the regular school hours or after them. If I were a strenuous advocate of Hindi, that is the one way which I will not advocate, because from the recollections of my own boyhood I maintain that school hours are long enough as they are and that a teacher by the time he gets to the last couple of hours in the afternoon particularly on a hot day gets tired. Every practical teacher knows that and if you introduce Hindi in schools in that way I do not think that Hindi as a subject would be popular or will benefit very much if you make room for it in that way. There are only two other ways that I can think of, and they are either to push out one subject or part of a subject already in the curriculum and put three or four hours of Hindi in its place; or to retain all the subjects that are at present in the curriculum and take away perhaps an hour from each. I am not personally convinced that either of these alternatives is practicable. The University say that we must have certain subjects in our curriculum. If the University will not let us do these things Mr. Thanu Pillai said that we must have a University of our own. But in times of financial stringency the question of a new University is not likely to be practicable. New Universities are very expensive

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things and you are also up against the fact that the University of Madras insist on certain subjects being taught whether you like it or not.

MR. E. V. KRISHNA PILLAI (*Kottarakara cum Kunnattur*): Could he not reduce the period of teaching in respect of certain subjects?

MR. E. G. MCALPINE (*Director of Public Instruction*): I am coming to that. I am now talking about the omission of subjects. I say if you omit some subjects you will merely have your revised curriculum sent back by the University authorities with the intimation that it does not fit in with what they consider essential for the recognition of your certificate for entrance to the University classes. That is the only reply we shall get.

The third alternative to which Mr. E. V. Krishna Pillai referred is the reduction of hours. I maintain equally that you cannot take away from the present overworked curriculum any of the hours. One of the members suggested that English gets 7 hours a week and you can do without some of them. I maintain that even with these periods the failures in English are high and that if you attempt to reduce the periods for English there will be an absolute out cry and a justifiable out cry from parents and guardians. The moment that you reduce the periods, the failures will go up, and the parents will raise the cry that the failures have become higher because you have whittled down the periods for English. If you meet any practica headmaster in the State, sit down with him and go through the timetable he will tell you he wants more hours for English and Mathematics and that he cannot complete all the subjects under the new syllabus with the hours at his disposal. The cry of all the schools now is that they have not enough hours on the timetable to get through the work which they have to get through. In other words they consider the syllabus is overloaded and as I said this morning the Teachers' Conference at Palghat emphasised this very strongly and sent up recommendations to the Madras Government. The Madras University have appointed a committee of which I am a member to go into this very question. It does not appear to be probable with that volume of evidence on the other side that one can seriously maintain that the curriculum is not overloaded.

MR. A. THANU PILLAI (*Trivandrum*): I wish to know from the learned Director of Public Instruction whether the curriculum of studies in Travancore is the same as the curriculam in Madras?

MR. E. G. MCALPINE (*Director of Public Instruction*): I will explain what the position is.

MR. A. THANU PILLAI (*Trivandrum*): I also like to know just for information why it was felt necessary to appoint a separate committee for Travancore when there was a proposal made in Madras to have a committee for the whole of the Presidency?

MR. E. G. MCALPINE (*Director of Public Instruction*): The explanation is this, The Madras E. S. L. C. Board and the University

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[Mr. E. G. McAlpine.]

authorities sat together some years ago and as a result of long deliberation the Madras S. S. L. C. scheme was overhauled. The new revised scheme was approved after a lot of discussion by the University, and students who held the certificates under the new scheme alone were considered as eligible to join the Junior Intermediate in their constituent colleges. As soon as that was done the University authorities wrote to the States of Cochin and Travancore who maintain their own examinations and said that if they wished to continue to be recognised by the Madras University they must amend their S. S. L. C. certificates to bring them into conformity with the new amended E. S. L. C. scheme in Madras. The Cochin Government has already done it and Travancore is one year behind. We are at the moment in the transitional stage, the syllabus pending the final approval of the University. The syllabus committee met some months ago and forwarded its report to me. It went up to Government. It has come back approved as far as certain subjects are concerned and has now to be transmitted to the University for their approval.

MR. A. THANU PILLAI (*Trivandrum*): Am I to understand that what the Travancore Committee did was to adopt the proposals of the Madras Committe?

DEPUTY PRESIDENT: He is just telling you how we stand at present.

MR. A. THANU PILLAI (*Trivandrum*): That is just what I want to know. I wish to know from the member whether the Travancore Curriculum Committee merely adopted the proposals of the Madras Committee or whether they suggested any new schemes?

MR. E. G. MCALPINE (*Director of Public Instruction*): The Travancore Syllabus E. S. L. C. Revision Committee have not accepted in toto the recommendations of the Madras Committee. There are two or three particulars in which they have made very definite departures from the syllabus that has already been adopted in Madras and it remains of course to be seen what the Madras University is going to say to the proposed amended syllabus as submitted by Travancore. The proposals are not exactly the same as the proposals of the Madras Committee but I am not at liberty to talk about them because they have to go to Madras for sanction and they are not public property yet.

DEPUTY PRESIDENT: I take it that the holders of the Travancore S. S. L. C. certificate must be declared Matriculates by the Madras University before they are admitted into any college which is affiliated to the Madras University?

MR. E. G. MCALPINE (*Director of Public Instruction*): If they do not recognise our certificates, then our students cannot get admission into any of the affiliated colleges in the whole Presidency.

MR. A. THANU PILLAI (*Trivandrum*): I wish to know from the member whether the changes that are proposed by our Revision Committee are in conformity with the standards of the University?

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MR. E. G. MCALPINE (*Director of Public Instruction*): I cannot answer that question without going into details and these details I cannot make public. The whole matter has to be referred to the University. Mr. Thanu Pillai asked 'Has the Travancore Revision Committee accepted in toto the proposals of the Madras Committee," My answer is they have not accepted it. That is the position. It was not a matter of anticipating any committee. It was a matter of sheer necessity when the University wrote to us" "You must amend your certificates or if you do not, we cannot continue to recognise you." Therefore action had to be taken in the interests of our own students.

However to revert from that bye-path to the original question. I have outlined three ways in which it is possible to put a compulsory new subject into the curriculam and I am personally convinced that none of them are possible with our present overloaded curriculum. For these reasons I have to oppose the introduction of compulsory Hindi emphasising the fact that in the new Revised syllabus provision is already made for optional Hindi.

DEPUTY PRESIDENT: Before I ask my friend whether he is pressing the resolution to vote or whether he withdraws it, I would just like to say a few words. I was a School master myself, the Head Master of a High School in the capital for a period of over six years and I have been in intimate touch with one of the biggest High Schools in the State for over 25 years. You may therefore, I trust, to some extent concede that I am competent to speak on a subject purely educational. The study of Hindi has acquired an added importance in these days of political renaissance. India naturally feels it must have a *lingua franca* of its own, a common language, so that people between the Himalayas and Cape Comorin may be in a position to converse with each other and exchange thoughts in a common language. I may say it is a legitimate position for any Indian to take up. That perhaps is the political aspect of the question. In fact, the one argument that was thrown against a United India all along has been that there as many languages as there are provinces, perhaps more, which render it difficult in the near future to usher in the millennium that many people have been dreaming of all these years. We are now on the eve of a great political change and very naturally, the idea comes to the mind of every Indian, whether it is not his duty as a son of India to make his contribution to weakening the barriers that at present divide province from province. In that sense, as I said, it is a perfectly legitimate aspiration.

Coming to the cultural side of the question too, I may concede I am absolutely ignorant of Hindi. But still from what I have heard of it, it is a language which even from the cultural stand-point ought to receive encouragement and close study at the hands of all sons of the Mother-land. Those are propositions about which there cannot be any difference of opinion. But the question that is now before the House is the teaching of Hindi as a compulsory subject. That is something distinct from emphasising your conviction of the desirability of making

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[Deputy President.]

an acquaintance with the Hindi language. As matters stand at present, we are, so far as higher education is concerned, under the control of the University of Madras. For the sake of getting an increased number of Travancoreans to study Hindi, we are at present not in a position to cut ourselves away from the Madras University. One reason which was strongly urged years ago for the necessity of a University of our own was an appreciation of the difficulties that Travancore students would have to face when they seek admission into the professional colleges in Madras—in the Engineering College, Medical College, Agricultural College and other Colleges. I was a member of the old Travancore University Committee that was appointed during the time of Dewan Mr. Krishnan Nayar. The necessity for a University was recognised but it was thought that the country had not advanced sufficiently for the creation of a Kerala University or a Travancore University, for that matter. Much water has flown down the bridge since that committee submitted its report. Then there was another occasion when the Council by a majority pressed on the attention of the Government the desirability of having a University for Kerala. The Tamilians have a University of their own at Chidambaram; the Andras have a University of their own. Why should Kerala alone be deprived of its legitimate aspirations for a University of its own, where the culture of Kerala and the ideals and teaching of Kerala may be assimilated by the children of Kerala? That was the question that was confronting the last University Committee of which I had the privilege to be the President. Now I can assure you that day after day we are feeling the urgent necessity of having a University which will serve the interest of Kerala as a whole. Three administrations have to work together—the Government of Madras, the Government of Cochin and the Government of Travancore. I am not guilty of breach of confidence when I tell you that the attitude of the Government of Cochin on that occasion was not very encouraging. The political importance, of Trivandrum, its culture, its academical atmosphere and everything connected with it were required to be sacrificed as a condition precedent to Cochin coming in. We felt it was too great a sacrifice for Travancore to make. At one stage of the negotiations we suggested that the Travancore Government should carry on correspondence with the Government of Madras and the Government of Cochin under which we can have a pan-Kerala University of a federal type. The Travancore Government must maintain certain Arts Colleges and Professional Colleges, the Cochin Government, a Mechanical Engineering College in view of the opening of the Cochin Harbour and the Government of Madras, a Commercial or Agricultural College, each administration maintaining its units of instruction at its own cost, while a University will be co-ordinating the activities of these different institutions. After the submission of the report I had no means of knowing whether any progress was made. I do not think any proceedings have been passed on the report that was submitted several years ago. Now, these are days of financial depression and you cannot dream of going in for a University of your own now. But sooner or later you will have to go in for it. I remember

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in the earlier stages of the Budget discussion the Chief Secretary telling us there were difficulties in regard to the admission of Travancore students in the Engineering College and Medical College, Madras, and the Colleges of Forestry and Agriculture at Coimbatore. There are these difficulties. Our Budget certainly would not permit us to indulge in what after all might be nothing better than a day dream in this period of extreme economic depression. So then, we have still to continue to be controlled by the Madras University. Do not ignore that main fact in your enthusiasm for getting Hindi spread amongst the masses in Travancore. As I told you, intellectually, I appreciate the soundness of your position but coming down to realities we find that we have got these difficulties to face. Mr. McAlpine pointed out that in the matter of introducing compulsory subjects into the higher classes of the High Schools, we are not free and that we are controlled by the Madras University. We have to submit to it.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*) : Sir, I want to clear some doubts.

DEPUTY PRESIDENT : Let me finish my speech.

The only question now before you is whether it is practical politics to introduce Hindi as a compulsory subject in Forms IV, V and VI. I will just dispose of that first. As one who had been a Schoolmaster for a long time, I realise the danger, the unpleasantness, the absolute undesirability of stuffing into the minds of young students more than they can intelligently digest. Some of you who left the precints of the College 15 or 20 years ago before the reorganisation, can recall how much you had to get up for passing your Matriculation, Intermediate and the B. A. Compare your lot with those of modern students who have to get up enormously a larger quantity, and see whether that necessarily implies improved quality. These are debatable grounds on which I do not propose to enter at present. They are already over-worked. As a parent, I can add my assurance to the assurance of Mr. McAlpine. It is a terrible, trying ordeal which young men and young women at present are compelled to go through, so that they may have the satisfaction of securing S. S. L. Certificates. That is the exact position. Under these circumstances, shall we be justified in urging the teaching of Hindi as a compulsory subject without satisfying ourselves whether the time at the disposal of these boys and girls in the schools at present is sufficient to enable them to form an intelligent study of the other compulsory and optional subjects demanded by the Madras University. Whether, in addition to that, we shall find time for teaching Hindi outside the class hours is another question. You cannot curtail the existing period out of which the ordinary tuition which prepares our students for Matriculation is given without seriously impairing its efficiency. Add on to it, this new burden—it will be something like the last straw that breaks the camel's back. The health of our students is a matter of much greater importance and should engage your attention very seriously. I feel that, after all, we should not drive these young children to take up a burden which their parents

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[Deputy President.]

feel that their children are not fit to bear. I may tell you that for some years past I was feeling that the course of the curriculum which our students are now required to get up was already a very heavy one. For teaching Hindi other classes are to be opened, that is, instruction has to be given sometimes in the morning or in the evening. Nevertheless introduction of Hindi in Primary Schools and in the Vernacular Middle Schools cannot be said to be so very objectionable. My friend threw that part of the subject overboard and confined his attention to introducing it as a compulsory subject in High School courses. That is where I beg to differ from my friend. Something can be said in favour of it in the earlier stage.

In the matter of introduction of Hindi what you are more concerned about is not scholarship of a high order but some working acquaintance. In fulness of time, students during their leisure hours or even after college study, may study the language in detail. These are practical difficulties which are now confronting the department. However, the Director of Public Instruction gave you an assurance that this question will be one of the subjects which will be referred to the committee to be appointed to go into the educational syllabus.

MR. E. G. MCALPINE (*Director of Public Instruction*): There cannot be any question of any subsequent committee re-considering the curriculum of English Schools because that has been done. As far as Vernacular School curriculum goes something could be done in this direction.

DEPUTY PRESIDENT: You propose to refer this subject to an expert body, to report as to the limits within which Hindi can be taught as a subject in Vernacular Schools. Well, that is the position of Government and the department.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Sir, I have one doubt. We cannot have a University looking from the point of view of the finances.

DEPUTY PRESIDENT: You cannot have any discussion after my speech.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): It is not a discussion. It is a new question that has been raised here. I am asking you a doubt, Sir. There cannot be a University, because, our finances do not allow that. So long as we do not have a University, we cannot have a change of curriculum or change of educational policy, from the policy adopted by the Madras University. Under these circumstances, what is the use of the Director of Education for our Schools I wonder. Has the Director got to direct the educational policy of our schools? We cannot change the curriculum either.

DEPUTY PRESIDENT: That is not a question of doubt. I cannot allow you to travel beyond certain legitimate limits.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): I want to know whether that is exactly our position?

DEPUTY PRESIDENT: The position has nothing to do with the person.

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MR. K. KUNJUKRISHNA PILLAI (*Quilon*) : Not to the personage but to the appointment.

DEPUTY PRESIDENT : You can have your own opinion. We are concerned with the simple question whether Hindi should be introduced as a compulsory subject.

I will put the amended resolution to the vote of the House.

The resolution runs to this effect : —

"This Council recommends to the Government that Hindi be made a compulsory subject in classes V, VI and VII of the Vernacular Schools and in Forms IV, V and VI in the English High Schools of the State."

The resoultion as amended was put to the vote of the House and carried.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*) : I demand a poll.

A Poll was taken with the following result.

AYES—24.

1	Mr.	K. P. Abraham	14	Mr.	K. Kunjukrishna Pillai
2	,,	K. C. Chandi	15	,,	K. P. Madhavan Pillai (*Chirayinkil*)
3	,,	A. S. Damodaran Asan	16	,,	K. P. Madhavan Pillai (*Shertallai*)
4	,,	K. Gopalakrishna Pillai	17	,,	M. P. Madhavan Pillai
5	,,	Joseph Kunju	18	,,	M. Mahomed Mustapha
6	,,	K. C. Karunakaran	19	,,	P. S. Mahomed
7	,,	K. I. Kocheeppan Mappilla	20	,,	A. Narayana Pillai
8	,,	K. P. Kochukora Tarakan	21	,,	K. Narayanaperumal Nadar
9	,,	K. Krishnan Nayar	22	,,	K. Padmanabha Panikka
10	,,	E. V. Krishna Pillai	23	,,	N. A. Sundaram Pillai
11	,,	N. K. Krishna Pillai	24	,,	A. Thanu Pillai
12	,,	S. Krishna Pillai			
13	,,	Tariatu Kunjitomman			

NOES—16.

1	Mr.	M. Govindan	10	Mr.	E. G. McAlpine
2	,,	N. John Joseph	11	,,	C. O. Madhavan
3	,,	L. A. Bishop	12	,,	R. Nilakanta Pillai
4	,,	R. Dhanukoti Pillai	13	,,	Kayalam Parameswaran Pillai
5	,,	K. George	14	Dr.	K. Raman Tampi
6	,,	P. Gomatinayakam Pillai	15	Mr.	R. Vaidyalingom Pillai
7	,,	P. N. Krishna Pillai	16	,,	J. S. Westerdale
8	,,	R. Krishna Pillai			
9		Rao Sahib Dr. N. Kunjan Pillai			

NEUTRATS—2.

1 Mr. S. Chattanathakarayalar

2 ,, C. N. Tuppan Namputiripad.

The resolution was declared carried, 24 voting *for* the resolution 16 *against* and 2 remaining *neutral*.

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MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Sir, I move the following resolution for the acceptance of the House :

"This Council recommends to the Government that the fee levied in schools and colleges of the State be reduced by 50 per cent. till normal economic conditions are restored".

Before I formally place this resolution to the House I wish to get permission of the Chair to amend the resolution in such a way, so that, the operation of the resolution will confine itself with regard to schools and not to colleges.

DEPUTY PRESIDENT: I allow you to do so.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Sir, I now move the resolution in the amended form :—

"This Council recommends to the Government that the fee levied in the schools of the State be reduced by 50 per cent till normal economic conditions are restored."

Before I bring forward the arguments for this resolution it will be generally accepted that we are passing through a period of economic crisis. If that is accepted, I do not think that there will be any serious objection against the passing of this resolution at least as a temporary measure. I wish to stress the point, that this favourable circumstance that we have got for reducing the fee due to the economic crisis, as a measure of economic relief to the people and to serve as an experiment to see whether we can conduct our secondary education on a lower cost for the vast majority of the people. Again I put it frankly, that I restrict it as a temporary measure, just at present. I would even go a step further and urge that it is necessary in the interests of the vast majority of the people of the State and it is necessary in the interests of civilised democratic administration which we are going to have in this State, that secondary education should be available to the average citizen in this State. Sir, considering the wealth of the average citizen in the State it would not be too much to say that the fees levied on the students is a bit high, considering the economic condition of the people in general. It is also noted that without any distinction of the status in society, the most common people also send their children who evince an interest in education. Even those who could not really afford to educate their children are sending in their children to schools because they have got an excessive desire of getting their children educated. Whatever may have been the object, there is this artificial or extraordinary stimulus for education in Travancore. It cannot be denied that the vast majority of the people, including the middle and the lower classes, send their children to schools. Now the question is whether this tendency is to be encouraged or whether this tendency is to be checked by prohibitive fees and other expenditure. It has been observed by the Unemployment Committee in their report thus.

"The sacrifices which he often bears and the privation which he not seldom suffers in the pursuit of this aim are such as to compel our admiration and move our compassion."

It is to be clearly borne in mind, when we think of this resolution, that the vast majority of children are sent to school not because their parents could really afford. That point I wish to emphasise very

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clearly. Having accepted that, is he not in need of relief? That is the question that arises out of that. If there is any field in which or any method by which the economic relief could be distributed equitably to all the people in Travancore. I do not think that anybody can suggest any other method of distributing economic relief more equaitably than by a reduction of the fees. Because, there will be no house in Travancore which does not spend a dis-proportionately large amount of its income on the education of their children. What does this State after all lose? The total receipts on account of fees from schools in general, Vernacular and English, come to nearly less than 4 lakhs. That is Rs. 3,72,000 and odd. Consequent on the reduction, only half the amount will have to be supplied by theGovernment towards educational expenses. Now, by way of receipts from educational institutions, on account of fees, the approximate income is Rs. 4,00,000. If it is reduced by 50% it means the Government will have to spend roughly Rs. 2,00,000.

DEPUTY PRESIDENT: It is so far as departmental schools are concerned?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Yes, I know that the only objection that can be taken with regard to this is the existence of aided schools. What will be their position and what will be the amount that Government may have to contribute by way of compensation if we insist on half fee in these schools also? Sir, even now I will suggest a method. These fee concessions, that are now being allowed should be abolished. The number of students in aided schools is not much. There is not much difference between the number of students in aided schools and in departmental schools. In the departmental schools for 1105 the number of pupils was 2,58,392. In private aided schools the number was 2,81,749. There is no appreciable difference in number with regard to pupils attending these schools.

MR. E. G. MCALPINE (*Drector of Public Instruction*): That includes primary school figures, I take it?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Even now there is no fees in primary schools.

MR. E. G. MCALPINE (*Director of Public Instruction*): May I ask the member if in arriving at that calculation he has included primary schools in which fees are not levied?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Am I to understand that there will be lesser number of students in private schools? I am only quoting the figures supplied by you.

MR. A. THANU PILLAI (*Trivandrum*): Does the member realise that fee in departmental schools is different when compared to private aided schools?

DEPUTY PRESIDENT: Do you talk of secondary schools alone or secondary and primary schools?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Both.

The proportion might vary. I would like to have the exact figures from the Director and argue on that point. It is only, after all, a question of lesser contribution or more contribution. I will take it,

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[Mr. K. Kunjukrishna Pillai.]

Sir, that fees will come to 3,00,000 rupees at the most. I do not want the Government to compensate these schools the whole amount due to the half fee concession that is to be given to the schools. If half fee alone is to be realised from the students of aided schools then one-fourth should be contributed by the Government and the one-fourth the aided schools will have to find out for themselves. I find many of these aided schools, at least some of them, are run as a means of profit. My friend Mr. Govindan with whom I had a conversation and who is connected with many schools, says, that there is absolutely no loss in running English Schools.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): Does the member mean English High Schools?

MR. M. GOVINDAN (*Nominated*): I meant Middle Schools.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): That is what he told me.

DEPUTY PRESIDENT: If we cut down the fees by 50%, I suppose, their finances will be in a difficult position?

MR. K. GOPALAKRISHNA PILLAI (*Parur*): Does the schools conducted by Mr. Govindan receive grants?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): I know he is connected with a school which receives grant and with another which does not receive grant.

MR. K. GOPALAKRISHNA PILLAI (*Parur*): What about the school for which he receives grant? Is it self supporting?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Yes. He receives grant because he says that the school does not get the necessary amount by way of school fees.

DEPUTY PRESIDENT: It is only a portion that is contributed by Government in the shape of grant.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): My point is this. We are asking Government to make sacrifices at this exceptional period. I want my friend Mr. Gopalakrishna Pillai to tell me whether this is not an exceptional period or not. If it is a period of crisis whether it is not necessary for the English School Manager to contribute his share from the savings that he might have made, towards the solution of this problem?

MR. E. V. KRISHNA PILLAI (*Kottarakara* cum *Kunnattur*): But there is no corresponding sacrifice by the Government?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): For Government make sacrifices, they put this as a stumbling block in regard to aided schools.

DEPUTY PRESIDENT: Retrenchment can be effected by the management, by reducing the salary of the staff?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): There is another way of doing that. Some of these schools can be consolidated and the central school system as has been suggested by the Champion Report may be adopted.

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DEPUTY PRESIDENT: It is rather a big scheme.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): I do not want to discuss that scheme. A suggestion was made with regard to fee concession. If I had suggested that it should be made a permanent reduction, I should have referred to the methods suggested by the Champion Committee Report. But since it is a matter affecting the country, only till normal economic conditions are revived, we should have this 50% reduction in schools.

MR. M. GOVINDAN (*Nominated*): When can we say that normal conditions will be restored?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): That can be easily ascertained. When prices of articles go up we can say that normal conditions have revived.

MR. M. GOVINDAN (*Nominated*): Up to what level?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Up to the normal level of prices that we have been having till the present depression.

MR. M. GOVINDAN (*Nominated*): No two moments are alike in regard to the prices of commodities.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): We should have the reduced rates of fees till a stability is reached in the prices and the prices are as they were before the present depression.

MR. M. GOVINDAN (*Nominated*): Would it not be better to fix a definite period?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): I cannot fix a period; I am not an astrologer.

MR. M. GOVINDAN (*Nominated*): Then, is it not an indefinite demand that the member is now making?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): That is the only demand that could be made by an intelligent man.

MR. E. G. MCALPINE (*Director of Public Instruction*): In case the member wishes to develop his argument on the Champion Committee Report, I would add that that dealt with the primary schools alone. Mr. Champion was the Deputy Director then in charge of primary education. The elementary schools in Madras are fee-paying schools; one anna, two annas and three annas per month, the three classes of the primary schools are paying. And, this suggestion for the centralisation of schools was made by Mr. Champion with reference to the primary schools.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): I do not wish to press that argument about the Champion Committee's recommendation. My point was that what Mr. Champion has suggested with reference to the primary schools could be tried here in the case of the Middle schools and the High schools. The trend of the recommendation of that committee was to make the large number of small schools into a small number of large schools. I knew that that report related to primary schools. Anyhow, that is not the matter now under discussion.

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DEPUTY PRESIDENT: Your point is that the people are not now able to pay the present fees; so, it must be reduced by 50%?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): That, simply stated, is my position. In regard to the loss that the private institutions would sustain by this proposed reduction in the fees, the Government need make good only one-fourth of it.

MR. M. GOVINDAN (*Nominated*): In the case of fee concessions, the Government contribute three-fourths of the loss sustained by the private institutions. In the present instance, the member suggests that the Government need contribute only one-fourth. That means, the private institutions would be hard hit.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): That may be. If the Government think they can find funds to contribute more, certainly I have no objection.

DEPUTY PRESIDENT: You want the Government, if they reduce the fees by 50%, to pursue the policy that they pursue in the matter of fee concession?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Yes. I am not now arguing the question with reference to any contract that may exist between the private agencies and the Government. This is a period of serious economic crisis. And, most of the school-going population are from the poorer classes, and the middle classes in the country. They are in need of relief. According to me, the best method of giving relief eqitably distributed among the people is reduction of school fees. I suggest therefore that the fees must be reduced by 50%; and any compensation, that the Government can legitimately give to the private institutions for the loss that they would have to incur on account of such reduction in the fees, may be given. They may be allowed to have more students in each class than now, if that would relieve them a bit. These are all matters of detail.

DEPUTY PRESIDENT: But that would affect discipline and efficient instruction?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Yes.

MR. TARIATU KUNJITOMMAN (*Commerce and Industry, North*): ഉദ്യോഗസ്ഥന്മാക്ക വരുമാനം കുറവില്ലാത്തതുകൊണ്ടു അവർ രക്ഷകത്താക്കന്മാരായിട്ടുള്ള വിദ്യാർത്ഥികൾക്ക ഫീസ് സൌജന്യം ചെയ്തു കൊടുക്കേണ്ട ആവശ്യമുണ്ടോ?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): ഉദ്യോഗസ്ഥന്മാക്ക ശമ്പളം കൂടുതലാണെന്നുള്ളതു വാസ്തവമാണ്.

MR. TARIATU KUNJITOMMAN (*Commerce and Industry, North*): ഉദ്യോഗസ്ഥന്മാക്ക വരുമാനം കുറവില്ലാത്തതുകൊണ്ട് ക്ഷാമത്തിന്റെ കാരണവും പറഞ്ഞു് അവരുടെ വിദ്യാർത്ഥികൾക്ക ഫീസ് സൌജന്യം ചെയ്തുകൊടുക്കേണ്ട ആവശ്യം ഇല്ലെല്ലോ?

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MR. K. KUNJUKRISHNA PILLAI (*Quilon*) : ആവശ്യം ഇല്ല.

MR. A. THANU PILLAI (*Trivandrum*) : ഉദ്യോഗസ്ഥന്മാർ സമ്പാദിച്ചിട്ടുള്ള വസ്തുക്കളിൽ നിന്നുമുള്ള വരവു കുറഞ്ഞിരിക്കുന്നതുകൊണ്ട് അവരുടെ കുട്ടികൾക്കും ഫീസ് സൌജന്യം ചെയ്തുകൊടുക്കേണ്ടതല്ലേ?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*) : എല്ലാവക്കും ഉള്ള വിഷമംകൊണ്ടാണ് ഞാൻ പറഞ്ഞത്. അതിനാൽ അവരുടെ വിദ്യാർത്ഥികൾക്കും ഫീസ് കുറവുചെയ്യുന്നതുകൊണ്ട് വിരോധമില്ല.

MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*) : Is it the meber's idea that all the scholarships should be continued if the fee is reduced as suggested by him now ?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Does the member refer to the poor scholarships ?

MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*): Not only the poor scholarships ; there is an item called '*Scholarships*' under which Government are now spending a lot of money.

DEPUTY PRESIDENT : I think you are refering to poor scholarships and to the half-fee concessions in favour of the girl-students and some communities like the Mahomedans who have to pay, even now, only half the usual fee ?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*) : I do not think we are called upon to make any further reduction in these cases.

MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*) : So, the present arrangement may continue in regard to these scholarships ?

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): My whole point is that education must be made more and more attractive in spite of the increasing unemployment in the country. It is very necessary and useful on larger grounds. The average citizen should not find it difficult to send his boy to school. I put forth this suggestion now because this is the most opportune moment on account of the present economic depression; the fee has to be reduced now. I would certainly insist, when the time comes, that the fees should be permanently reduced from its present level, so that the cost of education would not be prohibitive. It should be sufficiently attractive so that the bulk of the people would not find it hard to send their children to school, especially in view of the fact that they are not getting any compensation for the money that they spend by way of appointments when the course of education is over. It should therefore be as cheap as possible.

MR. E. V. KRISHNA PILLAI (*Kottaakara* cum *Kunnattur*) : Sir, I rise to support the resolution. As for the propriety of and the urgent necessity for such a measure, as is now suggested in the resolution, i. e. as for the need for such a generous attitude on the part of Government, certainly, there is no dispute. The main question is as regards funds. I am not going to travel beyond the scope of the resolution. I would again

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[Mr. E. V. Krishna Pillai.]

repeat that the Government are not justified in refusing to reduce the fees as is now suggested on the ground that they are poor and that they would not be able to meet the requirements in this department as well as in other departments. Just like the tyranny of the Madras University to which the Director of Public Instruction referred just a while ago, the officialdom here, with the high salaries attached thereto is blocking our way towards progress. As was pointed out by Mr. Kunjukrishna Pillai, it is against the policy of a civilised Government to make education prohibitive. The incidents connected with the period when the school fees were raised, are still fresh in our minds; and the economic condition of the people now is far worse, certainly, than what it was then.

Mr. Kunjukrishna Pillai divided the question into two aspects; in respect of private schools and the departmental schools. In regard to private schools, I asked Mr. Kunjukrishna Pillai whether the sacrifice that he demanded on the part of private agencies would meet with a corresponding sacrifice on the part of the Government also. That is a position that I want to be made clear. In the case of many of the private institutions, if it is insisted as a condition precedent to these schools being recognised that they should reduce the rate of fees levied by them, perhaps, they would all be hard hit; and they will have to force the teachers in their schools to share with them the sacrifice that they have to make in the matter. And those teachers are already notoriously under-paid in comparison with their compeers in the departmental schools. Why should such a distinction be made between two sets of teachers, one uniformly poor right from the beginning and the other getting fat salaries without, at the same time, making any corresponding reduction, in school fees, as is now proposed?

A question was asked by Mr. Kunjitomman whether the proposed fee concession should be extended to the children of Government officers. I would like to refer him to the Report of the Unemployment Committee which shows that the percentage of such children is very small. All things considered, and for the sake of facilitating the practical working of the suggestion and for the sake of translating the present proposal into action, I would not insist upon the children of Government officials being treated differently

As for the imperative necessity of the proposed measure, nobody will dispute. If the Government do not usher in some such scheme at least as a temporary measure at this time of financial stringency, I would venture to predict that they would be failing in one of their most elementary duties. So, without raising any objection on the ground of financial difficulty, I request the Government graciously to accept the resolution.

DEPUTY PRESIDENT: You would not approve of any educational cess?

MR. E. V. KRISHNA PILLAI (*Kottarakara* cum *Kunnattur*): Not now, any way.

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MR. K. PADMANABHA PANIKKAR (*Ambalapuzha*) : Sir, the resolution is an important one and should engage the serious attention of the House. The unprecedented economic depression and the phenominal fall in prices have upset all family budgets and the budgets of many Governments. The Government have cut short expenditure in many ways, and the people are also following the example. But, can they afford to neglect the education of their children ? If they do so, it would be a loss more to the State than to the individual families concerned. Therefore, Government must certainly render as much help as possible to the parents at the present moment. Perhaps, collegiate education must be considered a luxury. But, secondary education is a necessity. So, I would urge on the Government that the fees in the High Schools should be reduced at least by 50 per cent. as a temporary measure.

With these words, I support the resolution.

MR. K. P. KOCHUKORA TARAKAN (*Kunnatnad*) : സർ, മി. കഞ്ഞു കൃഷ്ണപിള്ള ഇവിടെ അവതരിപ്പിച്ച പ്രമേയത്തെ ഞാൻ പിൻതാങ്ങുന്നു. മുമ്പ് ഹൈസ്കൂളിലും പ്രൈമറിസ്കൂളിലും ഫീസ് വളരെ കുറവായിരുന്നു. ഞാൻ പഠിച്ചിരുന്നകാലത്തു് എട്ടണയൊ മറെറാ ആയിരുന്ന ഫസ്റ്റ് ഫാറത്തിലെ ഫീസ്. അതു് ഇപ്പോഠം വർദ്ധിച്ചു് വർദ്ധിച്ചു് ഒന്നര യൊ രണ്ടരയൊ രൂപാ ആയിട്ടുണ്ടു്. ഇങ്ങനെ വർദ്ധിപ്പിക്കുന്നതു് കാളേജിൽ അഞ്ഞൂറും എഴുന്നൂറും രൂപാകൊടുത്തു നിയമിക്കുന്ന പ്രഫസേർസ്സിനും മറും ശമ്പളം കൊടുക്കുന്നതിനാണു്. കാളേജിലെ പ്രഫസേർസിനും മറും ശമ്പളമായി കൊടുക്കുന്നതിനു പണം ഉണ്ടാക്കുന്നതു് സാധുക്കളായ ഈ വിദ്യാർത്ഥികളുടെ കയ്യിൽനിന്നുമാണു്. തിരുവിതാംക്കൂറിലെ ജനങ്ങൾക്കു് പൊതുവെയുള്ള വിദ്യാഭ്യാസത്തിന്റെ ആസകതിനിമിത്തം സകലരും കുട്ടികളെ അയച്ചു പഠിപ്പിക്കുകയും അവർ പണം കൊടുക്കുകയുംചെയ്യും. മുമ്പു് ഒരിക്കൽ ഫീസു വർദ്ധിപ്പിക്കുകയും അതുനിമിത്തം വലിയ ബഹളം ഉണ്ടായിട്ടുള്ള വിവരവും ഞാൻ ഇവിടെ പ്രസ്താവിക്കണമെന്നു് വിചാരിക്കുന്നില്ല. ഇങ്ങിനെ കാളേജ് വിദ്യാഭ്യാസ സൌകര്യത്തിനായി ആവശ്യമുള്ള പണത്തിനു് ഹൈസ്കൂളുകളിൽനിന്നും അതിനു താഴെയുള്ള സ്കൂളുകളിൽനിന്നും ഉള്ള ഫീസു പിരിച്ചു് നടത്തിക്കളയാമെന്നു വിചാരിക്കുന്നതു് ന്യായമല്ല. കാളേജുകളിലുംക്രൂടി ഫീസു കുറയ്ക്കണമെന്നു് എനിക്കഭിപ്രായമില്ല. വലിയ ഉദ്യോഗങ്ങൾക്കും മറും ഉതകുന്ന ആ വിദ്യാഭ്യാസം വേണമെന്നുള്ളവർ അങ്ങിനെ പഠിപ്പിച്ചുകൊള്ളട്ടെ. സാമാന്യവിദ്യാഭ്യാസത്തിനു അത്യാവശ്യമായ ഇംഗ്ലീഷു് വായിക്കാനും പറഞ്ഞാൽ മനസ്സിലാകുന്നതിനും ഉള്ള അറിവു സിദ്ധിക്കണമെങ്കിൽ സ്കൂൾഫൈനൽ പരീക്ഷ പാസാകണം. അതുകൊണ്ടു് ആ കാസുവരെയാണു് ഫീസു കുറച്ചുകൊടുക്കേണ്ടതും വേണ്ട

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[Mr. K. P. Kochukora Tarakan.]

സൌജന്യംചെയ്തുകൊടുക്കേണ്ടതും. മുസ്ലൈനാൻഷ്യൽ സെക്രിട്ടറിയോടു് മഹമ്മദീയർ മുതലായ അസമതാവസ്ഥക്കാർക്കു് ആനുകൂല്യം ചെയ്യണമെന്നു് പറഞ്ഞപ്പോൾ അവർക്കു ഇപ്പോൾ കൊടുത്തുവരുന്ന ആനുകൂല്യങ്ങൾ വേണ്ടെന്നുവയ്ക്കാമോ എന്നു ചോദിച്ചു. അതു വേണ്ടെന്നുവയ്ക്കാൻപാടില്ല. അൻപതുശതമാനം കുറച്ചതുകൊണ്ടു് അധഃകൃതർക്കു പ്രാബല്യം ഉണ്ടാകുകയില്ല. അതു മനസ്സിലാക്കാതെയാണു് അദ്ദേഹം പറഞ്ഞതു്. കാളേജുകളിൽ കുറയ്ക്കാത്തതുകൊണ്ടു സാധാരണക്കാർക്കു വിഷമംഇല്ല. മറുള്ള ക്ലാസുകളിൽ ഫീസു കുറയ്ക്കണം. Third Form വരെ പഠിച്ചിട്ടു പിന്നീടു പഠിക്കാൻ നിവൃത്തിയില്ലാതെ ഇരിക്കുന്ന ധാരാളം വിദ്യാർത്ഥികൾ ഇപ്പോൾ ഉണ്ടു്. ഇതിനു വടക്കൻതിരുവിതാംകൂറിലുള്ള നാലോ അഞ്ചോ പള്ളിക്കൂടങ്ങളെ എടുത്തു് കോട്ട ചെയ്യാൻ സ്വാധിക്കുന്നതാണു്. ഇതൊക്കെ മനസ്സിലാക്കിയിട്ടും ഗവണ്മെന്റു വിദ്യാഭ്യാസ മേലധ്യക്ഷനൊ ഇതിനെപ്പറ്റി യാതൊന്നും അന്വേഷിച്ചതായി കാണുന്നില്ല. ഫീസു വർദ്ധിപ്പിക്കുന്ന അവസരത്തിൽ അതിനുള്ള നടപടികൾ വളരെ ഊർജ്ജിതമായും കൃത്യനിഷ്ഠയോടുംകൂടി ഇവർ നടത്തുന്നുണ്ടു്. പ്രയാസവും വിഷമവും വരുമ്പോൾ ജനങ്ങളോടു അനുകൂലിക്കയൊ സഹതാപം പ്രദർശിപ്പിക്കയൊ ഈ ക്ലർക്കർ ചെയ്യുന്നില്ല. അതിനാൽ ഫീസു കുറവുചെയ്യണമെന്നുള്ള റസല്യൂഷനെ ഞാൻ പിൻതാങ്ങുന്നു.

MR. M. GOVINDAN (*Nominated*) : Sir, in considering the resolution brought forward by Mr. Kunjukrishna Pillai, there are two questions which arise. In the first place, there is the financial stringency and the difficulty to get the money to pay school fees. That is the point so far as the poor people in the country are concerned; and with that I am in full sympathy. But, this House should not advise the Government to accept a proposal which will have the effect of wiping out the surplus or at least materially affecting it, which has been saved by our frugality for meeting emergencies.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*) : May I remind the member that we are now having an emergency?

MR. M. GOVINDAN (*Nominated*) : My point is that we should not uncautiously commit ourselves to a policy of expenditure which would materially affect the surplus hoarded up, for emergencies, by economic administration of the country. It would not be wise to do so. I do not ignore the fact that there is considerable scarcity of money in the cuntry. But, as I stated during the general discussion on the Budget, there is a tendency to exaggerate the real conditions very

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much. I am not meaning any reflection on the members of this House. It is in the constitution of the Indian to exaggerate things. That is my point. When we have flood in north Travancore, it is exaggerated here and described so picturesquely that it would seem as though the flood had come into this Hall. No doubt, there is some scarcity for money. But, it is nothing but exaggeration to say that everybody in the country is starving.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): Has he member ever been subjected to adversity?

MR. M. GOVINDAN (*Nominated*): I share it in common with the other members of this House and with the people of the country

MR. K. KUNJUKRISHA PILLAI (*Quilon*): Does he not receive a fixed pension from Government?

MR. M. GOVINDAN (*Nominated*): Yes; what of that?

DEPUTY PRESIDENT: That question does not carry your argument further, Mr. Kunjukrishna Pillai. Do not make such personal references when they do not advance your argument.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): But, personal grounds are being raised by way of arguments here.

DEPUTY PRESIDENT: Mr. Govindan was merely stating that there is a common tendency in our country to exaggerate things. You may accept it or reject it.

MR. M. GOVINDAN (*Nominated*): That is all I say, Sir. In this particular case also, there is some exaggeration I say. As a matter of fact, the real situation in the country is somewhere between pure affluence and abject poverty.

MR. A. S. DAMODARN ASAN (*Mavelikara* cum *Kartikapalli*): The tendency to exaggerate in the Indian must be present in the member also?

MR. M. GOVINDAN (*Nominated*): You may make an allowance for that.

Sir, that this question of fee concession is beset with great difficulties is what I think. In Travancore there are two agencies at work in the field of education. Government shoulder only a part of the responsibility. If we are going to do anything in regard to this question of fee concession, it should be uniform in the case of both these agencies. It is no use reducing the fees in Government schools alone. We shall have to reduce the fees in private schools also. It is true that my friend Mr. Kunjukrishna Pillai had a private talk with me regarding the schools under my management. It is also true that I told him that, in the case of one of them, there is no particular loss; and I am not getting any grant-in-aid except in respect of the fee concessions granted to the poor boys. But, in the case of the other school I am getting a small grant from the government because it is running at a loss. My friend worked this conversation into an argument and

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[Mr. M. Govindan.]

stated that the private institutions were working at a profit to the management. My experience is that, in the case of the average middle school there is no loss, because the rate of fees is so high. By average middle school I mean schools which have a strength of about 150 pupils. In such schools, ordinarily, there would be a surplus of about Rs. 30 or 40 per month, if the pay of the teachers is between Rs. 15 and 35, the headmaster getting not more then 35; and you can get, in these days, quite competent hands for this salary. In the case of the High Schools, invariably there is loss to the management, and the Government have to make a contribution. There is one High School, in the management of which I have some hand, that school is not working at a loss, because it is a fairly strong school. But, on the average, I must say, that High Schools generally work at a loss. Similarly, in the case of the fee-paying Vernacular Schools also, there is no advantage to the management. Therefore, considering the question as a whole, unless the Government agree to make the necessary contribution to the private agencies to make good the loss that they would sustain if the rate of fees is reduced, these private agencies would be hit hard. Then, the question is what would be the share that the Government would have to contribute? My friend here, who is the Manager of a school tells me that he would be satisfied with a 75% contribution from Government as in the case of the fee-concessions now allowed. The question therefore is whether the Government would be in a position to come forward to make this 75% contribution in the case of all the school-going children in the State. Personally, I do not think it is reasonable to call upon Government to make that contribution, particularly when they are at their wit's end to balance the Budget. I think it would involve a commitment seriously affecting the finances of the State. My own view is that the 50% reduction in school fees now suggested by my friend, Mr. Kunjukrishna Pillai, is so considerable that it would seriously affect the finances of the State.

MR. S. KRISHNA PILLAI (*Karunagapalli*): Does the member know exactly the total amount that the Government may have to lose by adopting the present resolution?

MR. M. GOVINDAN (*Nominated*): According to the figures of the mover, it would come to about Rs. 4 lakhs. He did not make a correct calculation of the contribution that would have to be made to the private institutions, and he put it down simply as one lakh.

MR. S. KRISHNA PILLAI (*Karunagapalli*): Has the member any independent figures apart from those furnished by Mr. Kunjukrishna Pillai?

MR. M. GOVINDAN (*Nominated*): I accept his figures and argue.

MR. S. KRISHNA PILLAI (*Karunagapalli*): The member does not question the correctness of the figures furnished by Mr. Kunjukrishna Pillai?

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MR. M. GOVINDAN (*Nominated*) : No.

MR. S. KRISHNA PILLAI (*Karunagapalli*) : According to Mr. Kunjukrishna Pillai, the loss to Government would only come to half of 4 lakhs, that is 2 lakhs.

MR. M. GOVINDAN (*Nominated*) : Two lakhs for Government institutions and another two lakhs for private institutions. I speak subject to correction by the Director of Public Instruction who, I hope, would have correct figures. Any way, the loss to Government would not be less than Rs. 4 lakhs.

MR. S. KRISHNA PILLAI (*Karunagapalli*) : Does the member know the total amount of collection of fees in the State?

MR. M. GOVINDAN (*Nominated*) : Four lakhs, the mover said. I have already stated that I take his figures as correct. My knowledge of the figures is absolutely irrelevant to my present argument. The mover has given the figure as four lakhs; and I am arguing on that figure.

DEPUTY PRESIDENT : Mr. Krishna Pillai is under the impression that Mr. Kunjukrishna Pillai went wrong in his figures; and so, he asks you whether you know the correct figures. You may say 'Yes' or 'No'.

MR. M. GOVINDAN (*Nominated*): Assuming Mr. Kunjukrishna Pillai's figures as correct, I am now arguing the question. Whether I know the figures or not is absolutely irrelevant for the question now before us.

DEPUTY PRESIDENT : It is left to you to answer Mr. Krishna Pillai or not. Yo may pass on.

MR. M. GOVINDAN (*Nominated*) : Sir, the commitment will come to at least four lakhs. That is what I assume. I fear it may even be more. I must say that this House would not be well advised in recommending to Government an expenditure of four lakhs of rupees per annum without knowing for how many years they would have to incur such expenditure.

MR. S. KRISHNA PILLAI (*Karunagapalli*): Has the member any objection in allowing fee concession for at least one year?

MR. M. GOVINDAN (*Nominated*) : The rate of concession already given is quite reasonable. It may be done in the case of students who are unable to pay. But 50 per cent. is too much for everybody. In the case of those who are unable to pay there is already a concession of 50 per cent. At first it was given to a few castes but subsequently it was extended to all classes of people who are poor and unable to pay.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*) : Does not the member think that a reduction in the rate of fees will increase the number of students attending the school?

MR. M. GOVINDAN (*Nominated*) : I admit that it will have some effect. But I do not think that it will increase the number this year as it is now the middle of the school year, and we cannot expect new admissions at this time.

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MR. K. P. MADHAVAN PILLAI (*Chirayinkil*): What is the reasonable reduction that the member would suggest?

MR. M. GOVINDAN (*Nominated*): Those who are unable to pay are already getting 50 per cent. concession. In the case of the remaining they may get 20 per cent. concession in consideration of the financial stringency of the time.

MR. A. THANU PILLAI (*Trivandrum*): In the case of those to whom concession is given are they not unable to give even the 50 per cent?

DEPUTY PRESIDENT: That is his view and he has sat down.

MR. S. KRISHNA PILLAI (*Karunagapalli*): Is there any reason for his last suggestion?

DEPUTY PRESIDENT: He has told you that in his speech.

MR. S. KRISHNA PILLAI (*Karunagapalli*): But he has not supported his statement by arguments.

MR. E. G. MCALPINE (*Director of Public Instruction*): Sir, I rise to oppose the resolution. We have heard the speeches of members dealing with varying aspects of the financial estimates. My estimate is approximately 7 lakhs of rupees. The provision for fee concession in the next year's Budget is 52,000 rupees. That is one and a half lakhs in aid that is given. If you take 50 per cent. for aided institutions and Government institutions that will roughly cost 4 lakhs. Mr. Kunjukrishna Pillai wanted to know where I got my figures. I will tell him page by page and item by item of the Administration Report and the Budget. As regards English Schools, I will refer him to pages 90 and 120 of the Administration Report. You will find on page 90 that the strength of the non-Government Schools is 15920 producing an income of 3 lakhs. It is a matter of working on the same rate of fees 21,721 pupils may produce. On the approximate amount it is 4 lakhs. With reference to Vernacular Schools the strength is referred to in pages 96 and 243 of the Administration Report. On working out on the same basis of fees the amount is 64,588. Adding these together the total in English Schools is 4 lakhs and Vernacular Schools 29,116. The total amount is 5½ lakhs. To this add 1½ lakhs which is already given in the way of aid.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): Why should that be included in this?

MR. E. G. MCALPINE (*Director of Public Instruction*): I am answering the general question. This House is asking us to aid schools. Whether it is reduction of fees in Government schools or grant to fee paying schools, it is all the same to Government.

MR. A. S. DAMODARAN ASAN (*Mavelikara* cum *Kartikapalli*): Sir, why should that be included?

DEPUTY PRESIDENT: He wants to bring to the notice of the ou se the present demand on Government?

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MR. E. G. MCALPINE (*Director of Public Instruction*) : I am saying that Government now give relief to the extent of 1½ lakhs and the House is asking to increase it to 7 lakhs. People are saying that the fee here is high. I only say that they are identical with the surrounding States— with Cochin and Madras. I may tell the House that in Cochin, Mysore and Madras they have no intention of reducing the fees. Any one who knows the condition of the east coast and the west coast will admit that the condition of the west coast is not so bad as the east coast. I am not saying that there is no financial depression here. Far from that,but in those parts Government are not reducing fees and our Government cannot afford to spend that amount. Mr. Kunjukrishna Pillai, of course made, the suggestion that some of the managers ought not to be given full fee concession. I must oppose that position tooth and nail. If you are going to do anything in this matter it must be shared and shared alike. One has to remember that the bulk of aided education in this State is borne by one community and you are asking the Government to extend the aid of fee concession by 50 per cent. to some schools and by 25 per cent. to others. By that you are asking one class of managers to find the balance. I do not want to introduce the communal question here, but it is a very important question. One community is going to bear the brunt, and that community is the biggest in the matter of management of aided schools, in the State.

MR. A. THANU PILLAI (*Trivandrum*) : May I know whether it will make any difference whatsoever if the managements were distributed. Is it not a relevant consideration ?

DEPUTY PRESIDENT : The burden has to be borne by one community according to the Director.

MR. E. G. MCALPINE (*Director of Public Instruction*) : I am telling Mr. Kunjukrishna Pillai the fact that the aided schools outnumber Government schools. There are, for example, 20 Government high schools for boys and over 40 non-Government schools. The burden of education in the State has been borne for years in large measure by aided managements. If any question of this kind is going to be considered, I can only say that it should be considered on the basis that all will be treated alike. Differential treatment of this kind will increase discontent and trouble in the State. On this account Government will have to spend 5½ lakhs and this amount Government cannot find. Members were saying that it is one of the elementary duties of Government to provide education and I also say that it is one of the elementary duties of Government to balance the Budget and Government are faced with many difficulties in this matter. To ask the Government to provide 5½ lakhs of rupees by a stroke of the pen is to ask something which Government cannot face. For these reasons I have to oppose the resolution.

MR. TARIATU KUNJITOMMAN (*Commerce and Industry, North*) . ഞാനും ഈ പ്രമേത്തെ പിൻതാങ്ങുന്നു. ഈരാജ്യത്തെ ജനസാമാന്യത്തിന് പല

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[Mr. Tariatu Kunjitomman.]

ക്കെ സാമ്പത്തീകാധഃപതനം ഉണ്ടായിട്ടുണ്ടെന്നുള്ളതിന് യാതൊരുസംശയവും ഇല്ല. അതിനെസംബന്ധിച്ചു ഗവണ്മെൻറ് ഇപ്പോൾ വിചാരിക്കുന്നതിലും വിശേഷിച്ചു ഉദ്യോഗസ്ഥന്മാർ ഉദ്ദേശിക്കുന്നതിലും വളരെ കുടുതലാണെന്നുള്ളതു് നിർവിവാദമാണ്. ഉദ്യോഗസ്ഥന്മാർ ധാരാളമുള്ളപട്ടണങ്ങളിൽ സാമ്പത്തികാധഃപതനം നിമിത്തമുള്ള വലുതായ കഷ്ടാവസ്ഥ അറിയാൻപാടില്ല. നാട്ടിൻപുറങ്ങളിലാണ് ഇതു് നല്ലവണ്ണം അറിയുന്നതു്. എല്ലാത്തരത്തിലുള്ള ജനങ്ങളേയും ഒരുപോലെ ബാധിക്കുന്നതും ഗവണ്മെൻറ് സൗജന്യംചെയ്തുകൊടുക്കേണ്ടതിൽ പ്രധാനമായതുമായ ഒരുസംഗതി ഫീസ്സ് സൗജന്യം ചെയ്തുയാണ്. കൃഷിക്കാക്ക് ഭൂനികുതികുറച്ചുകൊടുക്കണം, കച്ചവടക്കാക്കു ആദായനികുതി കുറച്ചുകൊടുക്കണം എന്നൊക്കെ ഇവിടെ പലരും പറഞ്ഞു. എങ്കിലും എല്ലാവക്കും ഒരുപോലെ പററിയ ഒരുസംഗതിയാണ് ഈ ഫീസു സൌജന്യംചെയ്തുഎന്നുള്ളതു്. അതിനാൽ ഈ കാര്യത്തിൽ ഗവണ്മെൻറ് ഉടനടി ശ്രദ്ധപതിപ്പിച്ചു് അടുത്തവർഷാരംഭത്തിൽതന്നെ എല്ലാവിദ്യാലയങ്ങളിലുംഉള്ള വിദ്യാർത്ഥികളുടെഫീസ് ഇപ്പോഴത്തെതിൽനിന്നും പകുതിയാക്കികൊടുക്കേണ്ടതാണു്. എന്നാൽ ഈകാര്യത്തിൽ ഒരു അഭിപ്രായംകൂടി എനിക്കു പറയാനുണ്ടു്. അതു് റസല്യൂഷനിൽ സ്പഷ്ടമാക്കിട്ടില്ലാത്ത ഒരുസംഗതിയാണു്. അസ്പഷ്ടമായി പ്രമേയത്തിൽ അടങ്ങിയിട്ടുണ്ടെങ്കിലും പ്രമേയാവതാരകൻ അതിനെ വിമർശിച്ചുഅവസരത്തിൽ ദോഷകരമായ ഒരു നിലയിലാണ് ഉദ്ദേശിച്ചിരിക്കുന്നതെന്നു തോന്നുന്നുണ്ടു്. ഫീസു പകുതി ആക്കുന്നതുകൊണ്ടു് ഗ്രാൻറ് സ്കൂളുകൾ പലതിനും വലിയദോഷംഉണ്ടാകും. അതിനുള്ളപരിഹാരം ഗവണ്മെൻറുതന്നെ ഉണ്ടാക്കണമെന്നാണ് പ്രമേയാവതാരകൻ ഉദ്ദേശിച്ചിരിക്കുന്നതു്. അതായതു് ഗ്രാൻറുസ്കൂളുകളിൽ ഫീസ്കുറയ്ക്കുന്നതുനിമിത്തം ഉണ്ടാകുന്ന നഷ്ടത്തിൻെറ ഒരംശം ഗവണ്മെൻറു വകവച്ചുകൊടുക്കണമെന്നാണ് പറയുന്നതു്. നഷ്ടത്തിൻെറ ഒരംശം വകവച്ചുകൊടുക്കുന്നതുകൊണ്ടുമാത്രം ഒരിക്കലും ഗ്രാൻറുസ്കൂളുകൾ നടത്താൻ സാധിക്കുകയില്ല. അനേകായിരം വിദ്യാർത്ഥികൾ ഗ്രാൻറ്സ്കൂളുകളിൽ പഠിക്കുന്നുണ്ടു്. ഈ ഗ്രാൻറുസ്കൂളുകൾ ഇതുനിമിത്തം അധോഗതിയെ പ്രാപിക്കുകയാണെങ്കിൽ ജനങ്ങളുടെ വിദ്യാഭ്യാസവിഷയത്തിനു സാരമായ കോട്ടം തട്ടുമെന്നുള്ളതിനു യാതൊരു സംശയവും ഇല്ല. അങ്ങിനെ വരികയാണെങ്കിൽ അതു് രാജ്യത്തിൻെറ ശ്രേയസ്സിനും ഉടവുതട്ടുന്നതാണു്. എല്ലാതരത്തിലുള്ള ഇംഗ്ലീഷ് വിദ്യാലയങ്ങളും നാട്ടുഭാഷാ

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വിദ്യാലയങ്ങളും മാനേജരന്മാർ ഉപ്പോഠം വളരെ കഷ്ടപ്പെട്ടുനടത്തി ക്കൊണ്ടിരിക്കയാണു്. അതുകൊണ്ടാണു് വിദ്യാഭ്യാസത്തിന്റെ നില ഈ നിലയിലെങ്കിലും ഇരിക്കുന്നതു്. ഇപ്പോഠം എല്ലാവക്കും വിദ്യാ ഭ്യാസം ഉണ്ടാക്കണം എന്നുള്ള സംഗതി ഈ കൌൺസിലിൽ തന്നെ വാദിച്ചുകൊണ്ടിരിക്കയാണു്. ഈ ഘട്ടത്തിൽ ഗ്രാന്റു വിദ്യാലയങ്ങഠം നില്ക്കുകയാണെങ്കിൽ വിദ്യാഭ്യാസത്തിനു് വിപരീതഫലം ഉണ്ടാകുന്നതാ ണു്. അതുകൊണ്ടു് ഗ്രാന്റു വിദ്യാലയങ്ങളിൽ ഫീസ് കുറവുചെയ്യുന്ന തുനിമിത്തം വരുന്ന നഷ്ടം മുഴുവനും ഗവണ്മെൻറിൽനിന്നു തന്നെ കൊ ടുക്കണം. പ്രതിമാസം ഇരുനൂറു രൂപാ ഫീസു കിട്ടിക്കൊണ്ടിരിക്കുന്ന ഒരു സ്കൂളിൽ പകുതിഫീസാക്കുമ്പോഠം നൂറുരൂപാ നഷ്ടമായിത്തീരുന്നു, ഈ നഷ്ടം ഗ്രാന്റു സ്കൂളുകാർക്കു് ഗവണ്മെൻറിൽനിന്നു കൊടുക്കണം. ഈ വ്യവസ്ഥയോടുകൂടിവേണം ഗവണ്മെൻറു് ഫീസ് സൌജന്യം ചെയ്യേ ണ്ടതു്. അല്ലാതെ ഈ പ്രമേയത്തെ അംഗീകരിച്ചു അതിനെ പ്രവൃത്തി യിൽ വരുത്തുന്നതായാൽ ഇന്നത്തെ ഗ്രാന്റു വിദ്യാലയങ്ങളെല്ലാം അധ പ്പതിച്ചുപോകും. കാരണം ഇപ്പോഠംതന്നെ അവർ വളരെകഷ്ടപ്പെട്ടും ബുദ്ധിമുട്ടിയും ആണു് വിദ്യാലയങ്ങഠം നടത്തുന്നതു്. ഇനിയും കഷ്ടതവ രികയാണെങ്കിൽ അവർ ഈ സ്കൂളുകളെ വിട്ടുകളയും. പൊതുജനങ്ങഠം ക്കു് വളരെ ഉപകാരപ്പെടുന്നതായ ഈ വിദ്യാലയങ്ങഠം നില്ക്കുന്നതു് വ ളരെ ഭയങ്കരമാണു്. അതുകൊണ്ടു് നഷ്ടത്തിന്റെ ഒരംശം കൊടുക്കണം എന്നുള്ളതിനെ ഭേദപ്പെടുത്തി "മുഴുവൻ നഷ്ടവും കൊടുക്കണം" എന്നു് പ്രമേയാവതാരകൻ പ്രമേയം ഭേദപ്പെടുത്തി. അതിനെ പ്രസിഡന്റു് അനുകൂലിക്കുകയാണെങ്കിൽ ഞാൻ ഈ പ്രമേയത്തെ അനുകൂലി ക്കുന്നു ഈ പ്രമേയത്തിന്റെ മറ്റു ഭാഗങ്ങളോടു് ഞാൻ പൂർണ്ണമായി യോജിക്കുന്നു.

MR. P. S. MAHOMED (*Nominated*): വിദ്യാർത്ഥികളുടെ ഫീസ് നൂറിനു് അൻപതു ശതമാനം വീതം കുറയ്ക്കണമെന്നുള്ളതാണു് ഈ സഭയിൽ അവതരിപ്പിച്ചിട്ടുള്ള പ്രമേയത്തിന്റെ താല്പര്യം. ഇന്ന ത്തെ നിലയ്ക്കു എന്നല്ല ജനങ്ങഠം നല്ല നിലയിലിരുന്ന കാലത്തും വിദ്യാ ഭ്യാസത്തിനു ചുമത്തുന്ന ഫീസ് കൂടുതലാണെന്നുള്ള അഭിപ്രായക്കാരനാ ണു ഞാൻ. അതു കൊണ്ടു എത്ര എങ്കിലും ശതമാനം കുറയ്ക്കണം എ ന്നു അഭിപ്രായപ്പെടുന്നതു ശരിയാണു്. അൻപതു ശതമാനം കുറയ്ക്ക ണം എന്നു പറയുന്നതു് ഒരിക്കലും കൂടുതലായി വരികയില്ല. എന്നാൽ

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[Mr. P. S. Mahomed.]

ഈ റസല്യൂഷനിൽ കാണുന്ന മാതിരി അതിനെ സ്വീകരിച്ചു പാസാക്കുകയാണെങ്കിൽ അതു കൊണ്ടുള്ള ഗുണത്തേക്കാൾ ക്ലേശമല്ലേ ഉണ്ടാകുന്നതെന്നു് ഞാൻ ഭയപ്പെടുന്നു. മിസ്റ്റർ കുഞ്ഞിത്തൊമ്മൻ പറഞ്ഞതുപോലെ ഇന്നത്തെ വിദ്യാലയങ്ങളിൽ ഒരു വലിയ സംഖ്യ എയിഡഡ് സ്കൂളുകളാണെന്നുള്ളതിനു യാതൊരു സംശയവും ഇല്ല. ഈ എയിഡഡ്സ്കൂളുകളിൽ പഠിക്കുന്ന വിദ്യാർത്ഥികളുടെ ഫീസിലും അൻപതു ശതമാനം കുറയ്ക്കുന്നതു കൊണ്ടുള്ള നഷ്ടത്തെ പരിഹരിക്കത്തക്കമാർഗ്ഗങ്ങളോടു കൂടി ഒരു പ്രമേയം കൊണ്ടു വന്നിരുന്നെങ്കിൽ അത് അത്യാവശ്യമായിരിക്കുമായിരുന്നു. അങ്ങിനെ ചെയ്യാതിരുന്നാൽ മിസ്റ്റർ കുഞ്ഞിത്തൊമ്മൻ പറഞ്ഞതു പോലെ അതുകൊണ്ടുണ്ടാകുന്ന ഫലം എറ്റവും വിപരീതമായ സ്ഥാനങ്ങളിൽ പോയി ചേരുന്നതു കൊണ്ട് അതിലേക്കു പ്രത്യേകം നിബന്ധന ഒന്നും ഇല്ലാത്തതായ ഈ നിശ്ചയത്തെ സ്വീകരിക്കുന്നതിനു നിവൃത്തിയില്ല. ഗ്രാൻറു സ്കൂളുകളിലുണ്ടാകുന്ന നഷ്ടം, ഗവണ്മെൻറു തന്നെ വഹിക്കണമെന്നും അൻപതു ശതമാനം ഫീസ് കുറയ്ക്കണമെന്നും ഉള്ള ഒരു നിശ്ചയം കൊണ്ടു വന്നിരുന്നെങ്കിൽ അതിനെ അനുകൂലിക്കുന്നതിനു യാതൊരു വൈമനസ്യവും ഉണ്ടാവുകയില്ലായിരുന്നു. പ്രമേയം ഇപ്പോൾ ഇരിക്കുന്ന രീതിയിൽ പാസാക്കുകയാണെങ്കിൽ എയിഡഡ് സ്കൂളുകൾ മുഴുവനും നശിക്കാൻ ഇടയാകുമെന്നുള്ളതുകൊണ്ടു ഈ പ്രമേയത്തെ എതിർക്കാൻ നിർബന്ധിതനായി തീർന്നതിൽ ഞാൻ വ്യസനിക്കുകയും ശക്തിയായി എതിർക്കുകയും ചെയ്യുന്നു.

MR. K. P. MADHAVAN PILLAI (*Shertallai*) : Sir, I extend my hearty support to the resolution before the House. I am sure that at least on this occasion the official members on the other side of the House will stand up in support of the resolution chiefly because it is a measure which if passed and accepted would redress the grievances of the poor people to a very large extent. Sir, it is only in the fitness of things that at this time of financial stringency the Government adopt a measure which goes to the prosperity and progress of the ryots as a whole of this country. I can only say that at this time this House though it has assembled here for a long time was not able to adopt any measure which goes practically to the progress of the ryots of this country so that though we had at first an idea of retrenchment of the salaries of these high paid officers it was not very successful. So on this occasion I may tell the House and the Government that this measure must be passed and the official members be allowed to vote according to their conscience and support the resolution before the House.

MR. K. GEORGE (*Chief Secretary to Government*) : Sir, Mr. McAlpine was telling us that the cost of this scheme to the Government would be roughly 5½ lakhs. It was only three or four days ago that this House

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passed its Budget and in that Budget we have provided just a small margin of surplus for the coming year. What would be the result if the House pass this resolution and the Government accept it. Sir, we can all forsee that that small margin of surplus would be converted into a very huge deficit. Sir, the members who spoke during the general discussion of the Budget very plainly pointed out what would be the fate of our anticipations as regards some items in the Budget. They said that our anticipations under most of the heads of revenue would not be realised and that what is now shown as a small surplus of Rs. 52,000 or so would rather be converted into a huge deficit at the close of the year if the economic condition continues as it is. Sir, I ask the House whether soon after passing that Budget and when the members themselves say that it would be converted into a deficit Budget, would it be safe for us considering the position of the Government, to vote for an expenditure which would mean doubly increasing that deficit.

MR. A. THANU PILLAI (*Trivandrum*): Am I to understand from the member that there would be no attempt to cut short the expenditure during the coming year ?

MR. K. GEORGE (*Chief Secretary to Government*): I am only speaking of what is going to be the effect of this resolution.

DEPUTY PRESIDENT: On the lines of the Budget that has been sanctioned by the House.

MR. K. GEORGE (*Chief Secretary to Government*) If this resolution is accepted, instead of a surplus of half a lakh of rupees which the Financial Secretary provided in the Budget, it would perhaps be a deficit of 10 or 12 lakhs. Now, Sir, I ask the question, is it not in the interests of all of us to see that the Government of the State does not become bankrupt. My friend Mr. Kunjukrishna Pillai at the time of the general discussion said that he hoped for a deficit and he thought that the Government would present a deficit Budget. There is a good deal of difference of opinion among the financiers of the world about a deficit Budget. The efforts of most of the financiers of the world are to produce a Budget wherein income and expenditure are in equalibrium. I think it is acknowledged that deficit Budgets are very dangerous. They lead to recklessness in expenditure. The other day I was reading from a newspaper that the one cause for the economic depression and fall in prices is the huge borrowings of the various Governments of the world. Whether that is so or not, I cannot say. But it is acknowledged on all hands that a deficit Budget is dangerous. The other day in the Madras Legislative Council the Finance Member said that his aim was to produce a Budget in which the expenditure and revenue are equalised and he told the House that it was very necessary to adopt that financial policy.

MR. S. KRISHNA PILLAI (*Karunagapalli*): Is there any reserve fund in Madras as we have here ?

MR. K. GEORGE (*Chief Secretary to Government*): Yes, they have whenever there is a proposal to draw on the Reserve it will be deprecated.

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MR. A. THANU PILLAI (*Trivandrum*) : What are the people to do with their family deficit Budgets ?

MR. K. GEORGE (*Chief Secretary to Government*) : I suppose the Government is the peoples' Government and when its Budget is deficit it affects all the people.

MR. S. KRISHNA PILLAI (*Karunagapalli*) : May I know for what purpose Government is keeping this reserve ?

MR. K. GEORGE (*Chief Secretary to Government*) : It is a very small reserve.

MR. S. KRISHNA PILLAI (*Karunagapalli*): I suppose it is for the purposes of times like this.

DEPUTY PRESIDENT : Do you want him to discuss that large question ?

MR. K. GEORGE (*Chief Secretary to Government*) : Do you mean to say that for a small State like this with its limited resources this small reserve is not necessary ? After all, these reserves are used for reproductive purposes which will come back to the people in the shape of utilities. After all, it is not a large reserve and a succession of deficits will wipe it out. We do not know what will happen in the succeeding years. If this resolution is carried and accepted the result of our finances would be very serious. We cannot face a deficit like 10 lakhs and sit quiet.

MR. K. P. MADHAVAN PILLAI (*Chirayinkil*) : Suppose a reduction is made in the percentage of the salaries ?

MR. K. GEORGE (*Chief Secretary to Government*) : That will not affect very much. I am speaking on this point only. On the other points Mr. McAlpine has already spoken.

MR. A. THANU PILLAI (*Trivandrum*) : Sir, the learned Chief Secretary's speech would make one infer that the prime object for which our Government exists is to see that the working of the Government during the year does not result in deficit. That seems to be the prominent consideration before the Government. That is a wrong conception.

MR. K. GEORGE (*Chief Secretary to Government*) : I did not say that.

MR. A. THANU PILLAI (*Trivandrum*) : He dwelt very much upon the fact that if this resolution is passed and acted upon what is now anticipated to be a surplus Budget would be converted into a deficit Budget. That is his main argument. To avoid that he says that he should say no to the suggestion. That is exactly what Mr. McAlpine was telling us. Their argument was that the situation of the country is such as to demand acceptance of this resolution but the financial condition is such that they cannot accept that. Sir, this is an answer which we did not expect from Government. The question is, is the situation of the country such as to demand such a resolution. To me it appears to be a very predominent question. What about the family Budgets which are all going to be deficit Budgets ? Should they all become deficit Budgets to make the Government Budget a surplus one ?

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MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*) : Cannot the family Budgets be made to balance even as the Government Budget?

MR. A. THANU PILLAI (*Trivandrum*) : Sir, I do not think I need answer that question. It can be balanced provided while sending our boys to schools we starve them at home.

Is it what the Government expect us to do if our Budget is to be balanced? Are we to starve at home in order to balance the Budget? I little thought that the Government would be content with the answer that it is all a matter of figures. "We expect half a lakh as surplus. If you spend 5 1/2 lakhs more on account of reduction of fees it will be a deficit of six lakhs. We are helpless. These are the figures so far as we are concerned and we cannot accept this resolution." That is the position of Government. Sir, I little expected the Government to say that. Of course, if they had figures on which they could tell us that their condition is very bad ; then we can understand that. They have not said that their condition is so bad. If you say that their condition is bad that will be reasonable. Now their argument is utterly unsound. What are we to do with our family Budgets? Where is the answer. I do not get that. There are, sir, very many sums in the Budget which we have not sanctioned and which Government are going to spend next year. They are allowed by law to spend them. Why not effect retrenchment in those sums so far as some of the aspects are concerned. So far as the poorly paid people are concerned it is not possible. Why not reduce the pay of high paid officers?

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*) : Why not stop the schools?

MR. A. THANU PILLAI (*Trivandrum*) : That is just the question which our Government officers put to me? "You say you cannot educate the children, you cannot feed your children you cannot clothe them. Why do you send them to schools," Government officers would say. They would say, "why not starve your children, why not allow them to die either a mental death or physical death?" That is the question they put. I do not expect that to be put by them. Sir, I do not wish to pursue this matter further. I put the question ; You are annually spending 2 1/2 crores of rupees collected from the poor persons. You have the power to spend that. If you have given me the power to spend that I would have shown you how to spend that. You are collecting the money and you are spending it and you say ; 'look at the figures, we are in difficulties'. I did not expect this of the Government. With these words, I support the resolution.

MR. TARIATU KUNJITOMMAN (*Commerce and Industry, North*) : ഗ്രാൻറ് സ്കൂളുകളിൽ ഉള്ള വിദ്യാർത്ഥികളുടെ ഫീസ് പകുതിയാക്കുന്നതു നിമിത്തം വരുന്ന നഷ്ടം ഏതു വിധം പരിഹരിക്കാമെന്നാണ് മെമ്പറിൻറെ അഭിപ്രായം?

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MR. A. THANU PILLAI (*Trivandrum*): ഗ്രാൻറു സ്കൂളുകളിലെ വരവു ചിലവു നോക്കി എത്രമാത്രം നഷ്ടം ഉണ്ടാകുന്നോ ആ നഷ്ടം വരാതിരിക്കത്തക്കവിധത്തിൽ ഗവണ്മെൻറു അവരെ സഹായിക്കണം.

MR. TARIATU KUNJITOMMAN (*Commerce and Industry, North*): ഗ്രാൻറു സ്കൂളുകൾക്കു നഷ്ടം വരാതിരിക്കത്തക്കവിധത്തിൽ ഗവണ്മെൻറു സഹായിക്കണ്ടേ?

MR. A. THANU PILLAI (*Trivandrum*): ഞാൻ മലയാളത്തിലല്ലേ പറഞ്ഞതു്?

MR. TARIATU KUNJITOMMAN (*Commerce and Industry, North*): ഗ്രാൻറു സ്കൂളുകളിൽ ഫീസ് കുറയ്ക്കുന്നതു കൊണ്ടു വരുന്ന നഷ്ടം കണക്കുനോക്കി വേണം കൊടുക്കാൻ എന്നു മെമ്പർ പറഞ്ഞു. എന്നാൽ പ്രകൃതി ഫീസാക്കുമ്പോൾ കണക്കു നോക്കാതെ തന്നെ നഷ്ടം വരുമെന്നു മെമ്പർക്കറിയാമോ?

MR. A. THANU PILLAI (*Trivandrum*): ഈ സംസാരത്തിനും ഇവിടെ ആലോചന നടക്കുന്ന സംഗതിക്കുമായി യാതൊരു സംബന്ധവും ഇല്ല. പള്ളിക്കൂടം നടത്തുന്നതു് ലാഭം ഉണ്ടാക്കുന്നതിനു വേണ്ടിയാണെങ്കിൽ അതു അനുവദിക്കാൻ പാടുള്ളതല്ല. എന്നാൽ പള്ളിക്കൂടം നടത്തുന്നതുകൊണ്ടു് നഷ്ടവും വരാൻ പാടില്ല. ഫീസ് കുറവു ചെയ്യുന്നതുകൊണ്ടു് ഏതെങ്കിലും മാനേജുമെൻറു സ്കൂളിനു നഷ്ടം വരുന്നുവെങ്കിൽ ആ നഷ്ടം എത്രയായിരിക്കുമെന്നു അവിടത്തെ വരവു ചിലവുകണക്കു നോക്കി ഡയറക്ടർ നിശ്ചയിക്കണം. അങ്ങനെ നിശ്ചയിക്കുന്ന നഷ്ടം ഗവണ്മെൻറിൽനിന്നു കൊടുക്കണം.

MR. P. S. MAHOMED (*Nominated*): മെമ്പർ ഇപ്പോൾ പ്രസ്താവിച്ച സംഗതികൾ റസല്യൂഷനിൽ ഉണ്ടോ?

DEPUTY PRESIDENT: റസല്യൂഷനെ ഇപ്പോൾ പറഞ്ഞ പ്രകാരത്തിൽ അമൻറു ചെയ്യുന്നുണ്ടോ?

MR. A. THANU PILLAI (*Trivandrum*): അങ്ങിനെ അമൻറു ചെയ്യാതെതന്നെ ഇതിനെ അടിസ്ഥാനപ്പെടുത്തി ഉത്തരവു പുറപ്പെടുവിക്കുന്നതിനു ഗവണ്മെൻറിനു അധികാരം ഉണ്ടു്.

That is the demand of the people. Government may make suitable arrangements. They are at liberty to do so. I would do that if I had the power.

DEPUTY PRESIDENT: Do you say that our private schools are to be stamped out of existence as a result of enforcing this reduction on private schools, or are they to be paid the total amount of their loss on account of the acceptance of this policy?

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MR. A. THANU PILLAI (*Trivandrum*) : Personally I would say that their loss should be made good by the Government.

DEPUTY PRESIDENT : What is your view on that matter?

MR. A. THANU PILLAI (*Trivandrum*) : We want only the resolution to be accepted and acted upon. The other things will be allowed to the Government to adjust.

MR. P. S. MAHOMED (*Nominated*): മെമ്പർ പറയുന്നതുപോലെ ഗവണ്മെൻറു ചെയ്തില്ലെങ്കിൽ എന്തു ചെയ്യും?

MR. A. THANU PILLAI (*Trivandrum*): ഗവണ്മെൻറു വേണ്ടതുചെയ്യാതിരുന്നാൽ അതിനു ഞാനാണോ ഉത്തരവാദി?

MR. TARIATU KUNJITOMMAN (*Commerce and Industry, North*): നഷ്ടം മുഴുവനും പരിഹരിക്കണം എന്നു റസല്യൂഷനിൽ ഭേദഗതി ചെയ്താൽ എന്താണ് ?

MR. A. THANU PILLAI (*Trivandrum*): അതിലെനിക്കു വിരോധമില്ല.

MR. K. P. ABRAHAM (*Muvattupuzha* cum *Todupuzha*) : Sir, I beg to support the resolution. At the same time I would say that no school authorities concerned should be put to any loss as a result of this. The resolution seems to affect private schools also. Government should see that private schools incur no loss whatever on account of the reduction made in pursuance of this resolution. The Government should fully make good the amount of reduction made by them. With this modification I support the resolution on the ground of economic depression and also especially when we remember that this portion of the resolution is one which would affect a large majority of the people of this State. We find only a very small number of people who do not send their children to schools. By reducing the fees a large number of people will be benefited and to that extent I must support the resolution. If in any way it works against the poor private institutions which do stand in support of the Government I do not agree with the mover.

As for the Budget, the Chief Secretary said actually we have got only a deficit Budget though nominally we found a surplus Budget it is in fact only a deficit Budget. How to find money ? The answer is to be provided by the Government themselves. While hearing the discussion on the Budget many of the members on this side said that the salary of the high paid officers may be reduced or money may be borrowed by the Government and so on.

MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*) : The member referred to high paid officers. What is the minimum limit of high pay that he would fix for reduction?

MR. K. P. ABRAHAM (*Muvattupuzha* cum *Todupuzha*) : I only said that during the discussion on the Budget many of the members said so.

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MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*): That is true. I want to know what minimum the member would fix. Would the member consider an officer drawing Rs. 125 as a high paid officer?

MR. K. P. ABRAHAM (*Muvattupuzha* cum *Todupuzha*): If I am to give my personal opinion—

MR. A. THANU PILLAI (*Trivandrum*): Is it the only difficulty that the Financial Secretary has?

MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*): There are very many difficulties. But I am only asking a question.

MR. K. P. ABRAHAM (*Muvattupuzha* cum *Todupuzha*): I would fix it at Rs. 200 and above.

MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*): What percentage should be reduced?

MR. K. P. ABRAHAM (*Muvattupuzha* cum *Todupuzha*): Say, 15 per cent. I only said that during the discussion on the Budget, many of the members here spoke that the salary of the high paid officers may be reduced to some extent. That was one way of making money. Another way proposed by the members was to borrow money from other Governments or institutions.

MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*): Is it the member's opinion that for meeting the current expenditure Government should borrow?

MR. K. P. ABRAHAM (*Muvattupuzha* cum *Todupuzha*): There is a special crisis and we have to meet it. I do not say that we should borrow for current expenditure. If it be that we had to borrow for current expenditure our condition will be miserable. But here is an urgent necessity and for that we have to borrow or find money by some other means. Whether this is urgent or only current expenditure I am not concerned with.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Does the member think that the number of boys studying in the English Schools has gone down owing to this economic stringency?

MR. K. P. ABRAHAM (*Muvattupuzha* cum *Todupuzha*): I am not aware.

MR. A. THANU PILLAI (*Trivandrum*): I move that the question be now put.

DEPUTY PRESIDENT: In a question of such importance you cannot prevent other members who may have something to contribute to the discussion from doing so by moving the closure motion. Of course, you can continue the discussion some other day. There may be a few more non-officials who have not yet spoken and there may be also officials who may speak. There is the reply by the mover and the final reply by Mr. McAlpine.

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MR. A. THANU PILLAI (*Trivandrum*) : We have yet time for that.

DEPUTY PRESIDENT : There is the election to the Standing Finance Committee. I have some function outside the hall, I shall send my excuses if you want to continue on. I am entirely in your hands. As I anticipate we can continue for another half an hour at the most and then you will have to adjourn for the purpose of electing members to the Standing Finance Committee. I would like to close that also before we go. Can you tell me what time you are going to take up? I shall defer the election to the Finance Committee. I am prepared to sit up and ask the official members also to wait. If you don't mind sitting up for another hour or two I don't mind. But I don't think we can arrive at a decision to-day. It is a very important question that affects everybody. So far as the anxiety for the reduction of fees is concerned I think all of us are agreed. But whether from the standpoint of the Government it is a feasible proposition is one on which they must be allowed to have their say. Otherwise it is a curtailment of the freedom of discussion and an abuse of my power as President. I am not prepared to exercise that in your favour. I leave it to you.

We will stop now and resume on some favourable occasion.

MR. S. KRISHNA PILLAI (*Karunagapalli*) : When is that?

DEPUTY PRESIDENT : That is a matter entirely in the hands of the Government. In the fulness of time you will find a notification in the Gazette. I am sorry I cannot satisfy your curiosity nor mine. So we will rise now and meet again at 11-30 tomorrow morning. The non-official members of the Council are requested to stay for the election of members to the Standing Finance Committee.

The Council adjourned at 5-5 P. M.

P. N. KRISHNA PILLAI,
Secretary to the Legislative Council.

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